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ABSTRACT

This book, designed to be used with a training workshop that helps veteran teachers be effective mentors to beginning teachers, provides instructions on how to facilitate a successful workshop. The book offers six chapters that include strategies and materials to help readers learn how to plan and promote a workshop; facilitate a successful workshop; select, match, and support mentor teachers; and assess the mentor teacher program. Chapter 1, "Introduction," provides an overview. Chapter 2, "Designing a High-Performance Mentoring Program," describes key variables that distinguish between formal and informal programs and offers descriptions of alternative methods for selecting, matching, and supporting the work of mentor teachers and assessing the impact of their programs. Chapter 3, "Planning a High-Performance Mentoring Workshop," helps program leaders effectively plan a workshop. Chapter 4, "Facilitating a High-Performance Workshop," discusses how to effectively facilitate the workshop or adapt materials to meet local program needs. Chapter 5, "Mentor Teachers as Teacher Leaders," discusses the role of lead mentors and the various leadership roles and responsibilities they assume. Chapter 6, "Facilitator's Guide to Workshop Modules," presents instructional plans for each of the workshop's 25 modules. (Contains 24 references.) (SM)

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FACILITATOR'S GUIDE

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High Performance Mentoring

A Multimedia Program for Training Mentor Teachers

James B. Rowley, Ph.D.

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Facilitator's Guide

High-Performance Mentoring

A Multimedia Program for Training Mentor Teachers

James B. Rowley, Ph.D.

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Preface

The mentoring of beginning teachers has become an increasingly common practice throughout the United States. Although this trend is an encouraging sign that educators and legislators alike recognize the importance of entry-year support as a significant bridge to professional practice, the quality of entry-year programs varies widely from state to state and from school district to school district. One of the key variables responsible for such differences is the caliber of training offered to or required of mentor teachers. *High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers* was designed to help school districts deliver a comprehensive mentor teacher training program.

The *High-Performance Mentoring* workshop is based on six essential qualities of the high-performance mentor teacher. Each of the six qualities is further articulated in the form of five performance standards that describe how each respective quality manifests itself in the knowledge, skills, and values of a mentor teacher. In addition to providing the objectives for the workshop, these quality and performance standards can be used by mentors to stimulate reflection and self-assessment. Importantly, they can also serve as a valuable resource to lead mentors or school administrators desiring to more clearly articulate the expectations for mentor teacher performance.

Conceptually grounded mentor training, although a key ingredient of successful programs, is only one of several factors influencing program quality. Consequently, Chapter 2 of *High-Performance Mentoring* describes the key variables that distinguish between *formal* and *informal* programs. Among other topics, it includes detailed descriptions of alternate methods for selecting, matching, and supporting the work of mentor teachers, as well as methods for assessing the impact of mentor-based, entry-year programs.

Chapter 3 is dedicated to helping program leaders effectively plan a *High-Performance Mentoring* workshop. Specific topics include identifying prospective participants, selecting and developing workshop facilitators, and preparing the workshop site. Chapter 4 provides instructions on how to effectively facilitate the *High-Performance Mentoring* workshop or adapt the materials to meet local program needs. Although the first 23 instructional modules constitute a comprehensive 3-day workshop, they also can be used to offer six 3-hour workshops, each focused on a different dimension of high-performance mentoring.

A quality mentor-based, entry-year program, in addition to providing support for beginning teachers, can offer mentor teachers a significant pathway for their ongoing professional development. Chapter 5 discusses the role of lead mentors and the various leadership roles and responsibilities they can assume in a mentoring program.

Finally, Chapter 6 provides detailed instructional plans for each workshop module, including sample scripts for facilitators to use in delivering the program. Each module is supported by PowerPoint® slides and one or more video programs designed to support or reinforce the instructional objectives of the module. These electronic media, in conjunction with print materials from the *Participant's Notebook,* are designed to encourage participants to reflect on and discuss the various dimensions of high-performance mentoring.

Acknowledgments

High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers is the product of the work of many talented and dedicated people. Eric Johnson of Educational Video Publishing of Yellow Springs, Ohio, was responsible for the video production and editing of the video programs that support the workshop modules. Todd Matthews, graduate research assistant at the University of Dayton's School of Education, provided valued technical and editorial support in the preparation of the final manuscripts and the development of the CD-ROM.

We owe a special debt of gratitude to the many exemplary professionals who thoughtfully and enthusiastically shared their expertise by serving as videotape panelists. Rachel Dieringer, Mildred Albert, Maria Vermes, and Richard Ko represented beginning teachers and shared the challenges and rewards of the first year of teaching. Barb Roberts, Mike Pekarek, Frances Thomas, and Elizabeth Banks deserve thanks for representing the important perspectives of veteran high-performance mentor teachers. Mary Henderson, Norma Gaston, Barbara White, and Gary Anderson thoughtfully captured the views of school administrators.

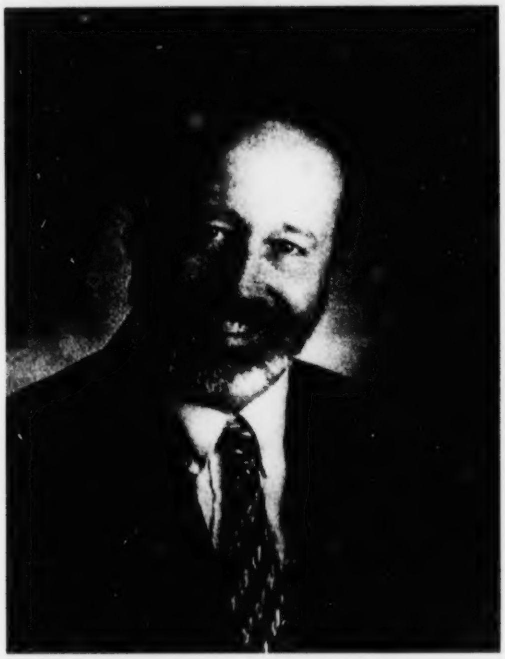
Soammy González, Monica Fossas, Beverly Tillman, and Kristin Fantaci made significant contributions by modeling mentors and mentees in problem-solving conferences. And a special thank-you goes to first-year teacher Melissa Shearer for allowing us the privilege of filming a lesson with her seventh-grade science students. Thanks also to Kevin O'Brien, Melissa's mentor, for modeling the mentor's role as instructional coach.

Finally, we would like to express our special appreciation to the hundreds of mentor teachers who helped us field test the *High-Performance Mentoring* workshop.

James B. Rowley

About the Developers

High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers was created and coproduced by James Rowley and Patricia Hart of the University of Dayton. Jim and Tricia collaborated to produce the Corwin Press multimedia program, *Recruiting & Training Successful Substitute Teachers* (1998), and an audiotape series titled *Becoming a Star Teacher: Practical Strategies and Inspiration for Teachers* (1997). Other video-based teacher training programs produced by Jim and Tricia include *Mentoring the New Teacher* (1993) and *Becoming a Star Urban Teacher* (1995), both in national distribution through the Association of Supervision and Curriculum Development (ASCD). Jim and Tricia are dedicated to using audio and video technologies to capture and communicate the knowledge and wisdom of classroom teachers. In 1993, and again in 1995, they were corecipients of the Distinguished Research in Teacher Education award presented annually by the national Association of Teacher Educators (ATE).



Chapter 1
Introduction

Welcome to *High-Performance Mentoring: A Multimedia Program for Training Mentor Teachers*. This program was designed to support your efforts to deliver a quality mentor-based, entry-year program supported by comprehensive mentor training. Although the primary focus of any mentoring program is to support beginning teachers in the hopes of improving student learning, *High-Performance Mentoring* also recognizes mentoring as an important opportunity to enhance the professional development of mentor teachers as well.

The *High-Performance Mentoring* workshop was designed to provide schools with all the resources necessary to deliver a comprehensive professional development experience for prospective or practicing mentor teachers. All workshop modules employ multimedia to engage participants in an interactive professional development environment. The central goal of the program is to help mentor teachers reflect on and acquire the six essential qualities that define the high-performance mentor teacher (Rowley, 1999). These six qualities, introduced below, and their 30 related performance standards, are fully articulated in the High-Performance Mentoring Matrix (see Figure 1.1).

Defining the High-Performance Mentor

☐ *Quality 1: Commits to the Roles and Responsibilities of Mentoring*

The commitment of veteran teachers to the roles and responsibilities of mentoring is a critical factor in predicting the success of individual mentor-mentee relationships. High-performance mentors are highly committed and maintain that commitment even in situations where the beginning teacher does not reciprocate it. What is the source of such commitment? In most cases, it flows naturally from a genuine desire to help a beginning teacher find success and gratification in their new work. Frequently, it is articulated as a desire to pass on experience-based knowledge or as a way to honor the memory of someone who helped the mentor through his or her own first year.

High-performance mentors demonstrate their commitment by dedicating the scheduled and unscheduled time to support their mentee. They willingly participate in mentor training and regularly attend district meetings related to the mentoring program. They are reflective practitioners who engage in self-assessment of their own teaching and mentoring performances. They are

Qualities of the High-Performance Mentor Teacher: Knowledge, Skills, and Values

Commits to the Roles and Responsibilities of Mentoring

- ☐ Dedicates time to meet with the mentee
- ☐ Persists in efforts to assist the mentee despite obstacles or setbacks
- ☐ Maintains congruence between mentoring words and actions
- ☐ Attends meetings and professional development programs related to mentoring
- ☐ Models self-reflection and self-assessment as hallmarks of professionalism

Accepts the Beginning Teacher as a Developing Person and Professional

- ☐ Endeavors to see the world from the mentee's point of view
- ☐ Anticipates the needs of the mentee by thinking like a beginning teacher
- ☐ Understands the common problems and concerns of beginning teachers
- ☐ Applies theories of adult learning and development
- ☐ Models acceptance of diversity in others

Reflects on Interpersonal Communications and Decisions

- ☐ Reflects on what, where, when, and how to communicate with the mentee
- ☐ Adjusts communication style to the developmental needs of the mentee
- ☐ Respects the confidentiality of the mentor-mentee relationship
- ☐ Self-discloses regarding one's own professional challenges
- ☐ Models effective helping relationship skills

Serves as an Instructional Coach

- ☐ Employs the clinical cycle of instructional support
- ☐ Values the role of shared experience in the coaching process
- ☐ Engages the mentee in team planning and team teaching whenever possible
- ☐ Possesses knowledge of effective teaching practices
- ☐ Models openness to new ideas and instructional practices

Models a Commitment to Personal and Professional Growth

- ☐ Lives the life of learner as well as teacher
- ☐ Engages the mentee as fellow student of teaching and learning
- ☐ Pursues professional growth related to teaching and mentoring
- ☐ Advises the mentee on professional growth opportunities
- ☐ Models fallibility as a quality fundamental to personal and professional growth

Communicates Hope and Optimism for the Future

- ☐ Encourages and praises the mentee
- ☐ Holds and communicates high expectations for the mentee
- ☐ Projects a positive disposition toward the teaching profession
- ☐ Avoids criticism of students, parents, and colleagues
- ☐ Models personal and professional self-efficacy

Developed by James B. Rowley, The University of Dayton, Dayton, Ohio

Figure 1.1. High-Performance Mentoring Matrix

trustworthy human beings committed to maintaining congruence in their mentoring words and actions. Finally, and perhaps most importantly, they persist in their efforts to support their mentees despite the obstacles and setbacks that can present themselves in any helping relationship.

☐ *Quality 2: Accepts the Beginning Teacher as a Developing Person and Professional*

High-performance mentor teachers recognize that the foundation of the mentoring relationship is their nonjudgmental acceptance of the beginning teacher. This is an important attribute for obvious reasons, but it is particularly significant in school-based mentoring programs where beginning teachers are commonly assigned to mentors prior to having the opportunity to develop a personal relationship. The serendipity of such a system requires that mentor teachers be prepared to work with many types of beginning teachers who predictably display a wide range of personal and professional characteristics.

High-performance mentors endeavor to see the world from the mentee's point of view. When that is not possible through observation alone, they engage mentees in conversations aimed at evoking clearer understanding of thoughts and feelings.

In addition, they avoid the trap of assuming that beginning teachers begin the first year of teaching with highly developed skills. Instead, they are prepared to offer technical assistance without causing mentees to feel inadequate or poorly prepared. They demonstrate a willingness to think like a first-year teacher, which enables them to anticipate the needs of mentees that otherwise could be overlooked. Finally, through mentor training they have acquired research-based and theoretical perspectives on beginning teachers that position them to recognize and effectively respond to a variety of problems and concerns.

☐ *Quality 3: Reflects on Interpersonal Communications and Decisions*

Communication is the singularly most powerful tool mentor teachers have at their disposal. High-performance mentors are aware of that power and use it thoughtfully in the best interest of their mentee's personal and professional development. They are reflective communicators who make thoughtful decisions about what, when, where, and how to send the messages they believe their mentees need to hear. At the same time, they are highly conscious of the need to be effective listeners who, in a variety of ways, let mentees know that they are present in the conversational moment and not distracted by personal issues and agendas. Through mentor training, they have developed new perspectives on effective communication in a helping relationship and are able to adjust their communication behaviors to meet the developmental needs of their mentees.

Finally, high-performance mentors are keenly aware that trust is foundational to their success. Consequently, they maintain the confidentiality of their relationships with beginning teachers.

❑ *Quality 4: Serves as an Instructional Coach*

In many mentoring programs there is no clear expectation that mentor teachers will provide *systematic instructional support* to beginning teachers. Instead, it is often assumed that the classroom performance of beginning teachers will improve as a result of simply being in a mentoring relationship and having occasional conversations with their mentors. Such conversations are typically prompted when a beginning teacher seeks advice or resources, or when the mentor recognizes signs of frustration and offers understanding or advice. Clearly, beginning teachers can and do make improvements in programs where support is delivered in this fashion. However, such an approach does not constitute systematic instructional support.

When asked if they ever observe their mentee's classroom performance, many mentors explain that they are not supported or encouraged to do so, or that is not their job to "evaluate the mentee."

In contrast, high-performance mentors understand the difference between observation and evaluation and recognize the role that observation can play in providing effective instructional support. High-performance mentors accept the role of being an instructional coach and dedicate themselves to employing effective coaching strategies. They value the power of shared experience as the stimulus to meaningful dialogue about teaching and learning. Consequently, whenever possible, they promote opportunities to engage in team-planning and team-teaching activities with their mentees. Through mentor training, they have developed skill in the clinical cycle of supervision and are familiar with diverse methods of observing classrooms. Finally, they know and model effective instructional practices.

❑ *Quality 5: Models a Commitment to Personal and Professional Growth*

High-performance mentors are visible models of adult learners. They openly discuss their professional interests and pursuits with their mentees. They share their enthusiasm for developing new knowledge and skills and engage mentees in collegial conversations about teaching and learning. High-performance mentors pursue professional growth opportunities in an effort to enhance their classroom performance or their impact as mentor teachers. They inform their mentees of available professional growth opportunities and encourage them to participate. Finally, they openly acknowledge their personal and professional failures and misjudgments, thereby helping beginning teachers recognize that good teachers are fallible human beings who learn from their mistakes.

☐ *Quality 6: Communicates Hope and Optimism for the Future*

Encouragement and praise are sources of energy and inspiration to beginning teachers, who frequently have a strong need to be accepted as members of the school community and affirmed as competent peers. High-performance mentors are liberal with encouraging remarks and comfortable giving praise, especially when they can ground it in a specific experience or performance. They hold and communicate challenging but realistic expectations for their mentees. Importantly, they are also willing to disclose their own professional trials and triumphs as a way of acknowledging the complex and difficult nature of quality classroom teaching. Finally, high-performance mentors are proud of their chosen profession and dedicated to its continued advancement.

How Was *High-Performance Mentoring* Developed?

The *High-Performance Mentoring* workshop is based on a review of the literature regarding the design and delivery of effective mentor teacher training programs. In addition, it was specifically designed to help prospective or practicing mentors acquire the knowledge, skills, and values articulated in the High-Performance Mentoring Matrix. Based on in-depth interviews with veteran mentor teachers, beginning teachers, and school administrators, the matrix constitutes a framework for the professional practice of mentor teachers.

The development of the *High-Performance Mentoring* workshop modules was based on the following design parameters. The modules would:

- Be anchored to the High-Performance Mentoring Matrix
- Introduce participants to research-based and theoretical perspectives on the mentoring process and the lives of beginning teachers
- Engage workshop participants in reflection and dialogue on the six qualities and 30 performance standards of high-performance mentors
- Provide workshop participants, via video, exposure to the wisdom and practice of experienced mentor teachers
- Provide workshop participants, via video, insight into the lives of the first-year teacher as described by four beginning teachers

As a result, 23 workshop modules were developed and structured into a recommended 3-day training agenda (see Figure 1.2). In addition, two supplementary modules were developed to address the role of school administrators in mentoring programs. The instructional modules were then field tested in urban, suburban, and rural schools.

The *High-Performance Mentoring* workshop is divided into five parts, each of which addresses a specific dimension of mentoring that has been recommended for inclusion in a quality

Suggested Workshop Agenda

Day One

Time		*Module*	*Title*
8:00-8:30			Registration, Welcome, and Introductions
8:30-9:15	Part I	1	Mentoring: Reasons and Rewards
9:15-10:00		2	Exploring the Principles of Mentoring
10:00-10:15			BREAK
10-15-11:00		3	Defining the High-Performance Mentor
11:00-11:30		4	The Challenges of Mentoring
11:30-12:30			LUNCH
12:30-1:15	Part II	5	Beginning Teachers: Four Perspectives
1:15-2:00		6	Common Problems of Beginning Teachers
2:00-2:15			BREAK
2:15-2:45		7	Developmental Stages of Teacher Concern
2:45-3:30		8	Beginning Teachers: Theory to Practice

Day Two

Time		*Module*	*Title*
8:15-8:30			Welcome Back, Reflections, and Questions
8:30-9:00	Part III	9	Exploring Our Beliefs About Mentoring
9:00-9:45		10	Developmental Mentoring: An Introduction
9:45-10:00			BREAK
10:00-10:45		11	Developmental Mentoring: A Case Study
10:45-11:30		12	Developmental Mentoring: Theory to Practice
11:30-12:30			LUNCH
12:30-1:15	Part IV	13	Mentoring as a Helping Relationship
1:15-2:00		14	Types of Mentee Requests for Help
2:00-2:15			BREAK
2:15-2:45		15	Helpful and Not-So-Helpful Responses
2:45-3:30		16	Helping Relationships: Theory to Practice

Day Three

Time		*Module*	*Title*
8:15-8:30			Welcome Back, Reflections, and Questions
8:30-9:15	Part V	17	Mentoring: The Missing Analogue
9:15-9:45		18	Instructional Coaching: An Introduction
9:45-10:00			BREAK
10:00-10:45		19	Preperformance Coaching
10:45-11:30		20	Observation Methods: An Introduction
11:30-12:30			LUNCH
12:30-1:30		21	Classroom Teaching Episode: Clinical Practice
1:30-2:15		22	Postperformance Coaching
2:15-2:30			BREAK
2:30-3:00		23	Final Reflections and Debriefing
3:00-3:15			Closure and Evaluation

Figure 1.2. Recommended 3-Day Training Agenda

mentor teacher training program (Wolfe, 1992). Part VI contains the supplementary modules described above.

Part I: Reflecting on Mentoring is designed to provide mentors with structured opportunities to reflect on their personal conceptions of mentoring and contrast those beliefs with those of their colleagues. More specifically, Modules 1 through 4 introduce mentor teachers to the high-performance mentor quality of *high commitment to the roles and responsibilities of mentoring.* Videotaped interviews with four veteran mentor teachers are used to promote personal reflection and group dialogue on the challenges and rewards of mentoring. Specific attention is given to the principles of mentoring as identified by the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers (Bey & Holmes, 1992).

A second major goal of this part of the workshop is to provide mentors the opportunity to clearly understand their mentoring roles and responsibilities in the context of their school's or district's mentoring program.

Part II: Knowing the Beginning Teacher is based on the belief that mentor teachers can expand their capacity for *accepting the beginning teacher as a developing person and professional* if they possess greater knowledge and insight regarding the needs, problems, and concerns of beginning teachers.

Modules 5 through 8 introduce workshop participants to a four-dimensional, conceptual framework for analyzing the lives of first-year teachers. Module 5 presents life cycle theory (Krupp, 1982) and adult learning theory (Knowles, 1978) as two of the four theoretical perspectives. Via videotape, participants meet the four first-year teachers who will share their diverse entry-year experiences throughout this part of the workshop. Module 6 challenges participants to reflect on a third perspective on beginning teachers, the perceived-problems perspective (Veenman, 1984). Module 7 focuses on adult development stage theory by introducing the stages of teacher concern research (Fuller, 1969). After reflecting on the stages of teacher concern research, Module 8 engages participants in applying their newly acquired theoretical perspectives to a videotape of the four beginning teachers that they met in Module 5 discussing their first-year experience.

Part III: Adapting Mentoring Practice focuses on the need for mentor teachers to be *reflective interpersonal communicators and decision makers* who understand the importance of adapting their mentoring behaviors and communications to meet the developmental needs of their respective mentees. Modules 9 through 12 introduce the theory of developmental supervision as advanced by Glickman (1985). In Module 9, workshop participants take and self-score the Mentoring Beliefs Inventory adapted from Glickman's (1985) Supervisor's Beliefs Inventory. In Module 10, participants learn how to interpret their inventory scores and are introduced to the theory of developmental mentoring. Modules 11 and 12 provide the opportunity to test new knowledge by analyzing a videotaped conference between a mentor and mentee and by engaging in role-plays based on vignettes of three developmentally different beginning teachers.

Part IV: Being the Professional Helper continues to focus on the role of the mentor as *reflective interpersonal communicator and decision maker* by exploring the nature of helping relationships. Module 13 engages participants in reflecting on the nature of helping relationships. Examination of quotes by Carl Rogers (1958) and Combs, Avila, & Purkey (1974) is used to set the stage for the following modules. Module 14 introduces a model developed by Gazda (Gazda, Asbury, Balzer, Childers, & Walters, 1991) designed to help mentors appropriately respond to mentees' requests for help. Module 15, also based on the writings of Gazda (Gazda et al.,1991), engages mentors in thinking about the various ways in which their mentoring efforts can be "helpful" and "not-so-helpful." Part IV concludes with Module 16, which allows participants to apply the new knowledge gained in the preceding modules to a videotaped conference between a mentor and mentee.

Part V: Coaching for Classroom Success provides workshop participants with an introduction to the role of mentor teacher as instructional coach. Module 17 engages workshop participants in reflecting on why instructional coaching is neglected in so many mentoring relationships. Module 18 introduces participants to a menu of instructional coaching strategies. Modules 19 through 22 are designed to provide the knowledge and skills necessary to support the process of clinical supervision. These modules provide participants the opportunity to apply their new skills and knowledge to a specific teaching case featuring a beginning science teacher

The workshop concludes with Module 23, which provides workshop participants the opportunity to hear some final thoughts from the beginning teachers they were introduced to earlier in the workshop.

Part VI: Exploring the Role of School Administrators includes two modules specifically designed to orient building-level administrators to their role in mentoring programs. Modules 24 and 25 can be used in a variety of ways. First, they can be employed in an ongoing mentor training program, especially when there is a need or desire to help mentors reflect on the issue of confidentiality in the mentoring process. They, of course, can also be employed as the focus of an orientation program for administrators interested in reflecting on their role in the mentoring process. Including mentor teachers in the dialogue can enrich this type of session.

Module 24 introduces the perspectives of four veteran administrators with diverse experiences in working with mentor teachers from central office and building-level administrative positions. Module 25 deals specifically with the crucial issue of mentor-administrator communication, especially as it applies to programs where the confidentiality of the mentor-mentee relationship is highly valued.

What Materials and Methods Constitute the *High-Performance Mentoring* Program?

The *High-Performance Mentoring* program is made up of four basic components. These include:

The *Facilitator's Guide*, the document you have in hand, is designed to support workshop facilitators. Chapters 3 and 4 provide specific suggestions for planning and effectively delivering the *High-Performance Mentoring* workshop. Chapter 6 includes detailed descriptions of each of the 25 modules, including training objectives, materials needed, and recommended instructional strategies.

The Four Videotapes include 14 video programs designed to support and enhance the workshop modules. The programs are titled for easy identification and are arranged on each tape in the order they are needed in the training sequence.

The CD-ROM contains the PowerPoint® slides that support the workshop modules. PowerPoint® is a Microsoft™ presentation software program that is part of the Microsoft Office™ package. For your convenience, the CD-ROM contains copies of the PowerPoint® slides formatted for either Windows or Macintosh machines. To use the slides, you will need a computer capable of running Microsoft Office™.

If you or your school district do not have Microsoft Office™ or PowerPoint®, you may still utilize the slides by employing PowerPoint® *Viewer* which will allow you to effectively use the slides in your training presentations. The CD-ROM included in this program contains a complimentary copy of PowerPoint® *Viewer*.

The *Participant's Notebook* provides participants with copies of all PowerPoint® slides formatted to facilitate note taking or journal writing during the training. The *Participant's Notebook* also contains all handouts needed during the workshop. When you purchased this program you obtained the right to duplicate the *Participant's Notebook* for not-for-profit educational use.

If you prefer not to spend time and resources duplicating the *Participant's Notebook* for each of your workshops, bound copies identical to the one packaged with the program can be purchased at bulk discount rates from Corwin Press by calling 1-800-4-1-SCHOOL.

Chapter 2

Designing a *High-Performance Mentoring* Program

Program Contexts: Formal and Informal

School-based mentoring programs vary widely with regard to the way in which they manage a variety of key program elements. Depending on the manner in which these elements are treated, mentoring programs can be described on a continuum ranging from informal to formal. The key program elements include:

- ☐ Expectations for Mentor Performance
- ☐ Selection Process for Mentor Teachers
- ☐ Nature of Mentor Teacher Training
- ☐ Matching of Mentors and Mentees
- ☐ Compensation of Mentors
- ☐ Assessment of Program Quality
- ☐ Level of Administrative Support

The ways in which each of the above program elements are dealt with combine to set the context in which any mentoring program operates. As you review the descriptions of each of the program elements on the pages that follow, you may want to reflect on your program in terms of where it is, where it has been, and where you would like it to be. As you do so, please keep in mind that mentoring programs are unique because they have, for a variety of reasons, developed formal or informal policies, procedures, or practices with regard to each of the elements. The intention here is not to suggest that formal programs are by nature superior to informal programs. The final measure of mentor program success is manifested in the quality of the interaction between individual mentor and mentees. Importantly, the *High-Performance Mentoring* workshop can be effectively employed in either formal or informal mentoring programs. The only requirement is that the school's program values the role of systematic training in enhancing the professional development and performance of mentor teachers.

Expectations for Mentor Performance

Informal mentoring programs are, in part, characterized by not having clearly defined expectations for mentor teacher performance. In such programs, mentors are left to decide what they feel is appropriate mentoring behavior. Although such autonomy is in many ways a desirable characteristic, it can lead to diverse interpretations of what it means to be a mentor. For example, one mentor may decide that mentoring essentially means "being there if they need me." In such a case, the mentor might do very little because the beginning teacher, for a variety of reasons, never approaches the mentor with any problems or concerns. Another teacher in the same program may view mentoring as the act of providing logistical support, such as making sure the mentee knows how to acquire necessary supplies or correctly complete required paperwork.

Comparatively, more formalized programs are based on clearly stated expectations for mentor performance. This does not mean that mentors lose their autonomy in making decisions about how to behave in the context of an individual relationship. It does mean, however, that all mentors are expected to perform some common tasks. These tasks vary widely from program to program but could include, for example, making classroom observations of mentees, attending mentor support sessions, or completing quarterly mentoring logs.

One of the most important expectations in any mentoring program involves the role of the mentor in the district's personnel evaluation system. In formal programs, mentors have a clear understanding of their role. In most programs, the mentor's role is defined as that of a *confidential helper* who does not influence the summative evaluation of the beginning teacher. In a small percentage of programs, however, mentors play a peer review role that includes the responsibility of participating in the formal evaluation of the mentee. Either approach can be effective, but only to the extent that everyone, including beginning teachers, mentors, and administrators have a clear and common understanding of program goals and their respective roles and responsibilities.

Selection Process for Mentor Teachers

One of the critical factors in mentor programs is the manner in which veteran teachers are selected to serve as mentors. As will be described in the next section, the selection of mentor teachers and the matching of those mentors with entry-year teachers can be two distinct processes. In *informal* programs, however, these two processes are often combined into one step. For example, in many districts, when a beginning teacher is hired, the building principal approaches a veteran teacher and asks him or her to mentor the new hire. In most informal programs, the administrator may approach any veteran teacher because there are no set guidelines or basic criteria for qualifying as a mentor. Even if there are such criteria such as "years of teaching experience" or "completion of mentor training," this approach is one in which the two processes of selection and matching have been collapsed into one.

Another informal approach is to put the process of selection and matching into the hands of the veteran teachers and the mentees. In such an approach, a building principal might meet with the beginning teachers at the start of the school year and ask them to find someone with whom they are comfortable and who would be willing to serve as their mentor. Typically, a deadline is established for finding a match, names of volunteers are reported to the principal, and the matches are made.

In more *formal* mentoring programs, selection and matching are frequently treated as distinct processes. *Selection* is viewed as the process through which a veteran teacher qualifies as a mentor teacher and thereby becomes eligible as a candidate to be matched with a beginning teacher. Selection qualifications are clearly articulated and are often included in formal agreements between the teachers' professional organization and the district's board of education. In such programs, one of the important qualifying factors is the completion of formal mentor training. Only upon completion of the district's approved training program do teachers enter the *mentor pool* and become eligible to be *matched* with an entry-year teacher.

The Nature of Mentor Training

Informal mentoring programs typically take one of two approaches to mentor training. The first approach is to require no mentor training. The second approach typically involves requiring or encouraging mentors to participate in training that is not based on a conceptual model or framework. For example, mentors might be encouraged to attend workshops on cooperative learning, thematic instruction, or computers in the classroom. Such an approach is based on the belief that as veteran teachers acquire new knowledge and skills in such areas they will be better able to assist beginning teachers. This approach to mentor training, while understandable, does not recognize mentoring as a specific form of professional performance that can be enhanced through the acquisition of specified forms of knowledge and skill more directly related to mentoring. Some informal programs recognize this fact and move training to the next level by encouraging mentors to attend a workshop on cognitive coaching or effective conferencing skills, topics more specific to the work of mentor teachers.

In formal programs, the mentor training program is based on a set of identified expectations and desirable mentoring behaviors. In this way, the *High-Performance Mentoring* workshop represents a formalized approach to mentor training, one that is based on the High-Performance Mentoring Matrix. However, school districts desiring to maintain a more informal approach to training can still effectively employ the training materials by delivering selected modules in the form of 2- to 3-hour workshops.

Matching of Mentors and Mentees

The matching of specific mentors with specific mentees is an important and frequently controversial process in any mentoring program. Many factors can and often do complicate a process that can become somewhat political in nature.

As mentioned earlier, informal programs typically allow building principals to make or facilitate the matches. If there are no program policies or procedures in place, principals often make the matches based on their own sense of which veteran teacher might most effectively work with a respective mentee. The understandable rationale for this approach is that the principal knows his or her staff and has likely been involved in the interview process, thereby acquiring at least some insight into the personality of the beginning teachers. In such a system, matches may or may not follow guidelines that give preference to teachers who have attended mentor training or who teach the same subject matter or grade level as the mentee. The process can become politicized when teachers believe that matches are made in an arbitrary fashion or result in the same veteran teachers being asked to mentor year after year. If compensation is provided to mentors, the controversy is often heightened.

By contrast, programs that are more formal in nature typically establish guidelines and procedures for the matching process, regardless of what person or group of persons is responsible for making the matches. In many formal programs, for example, matching remains the responsibility of the building principal who is charged with making the matches by drawing on qualified mentors from the school's or district's mentor pool. In other programs, however, the principal is supported in the matching process by a lead mentor or a lead mentor team. In still other programs, matches are made by the district's director of personnel or human resources, who makes matches in consultation with the building principal or lead mentors.

Finally, still other programs assign the task of matching to a districtwide mentoring committee consisting of an equal number of administrators and lead mentors. Such committees often develop specific policies and procedures to guide the matching process. Such policies and procedures often include some or all of the following factors in the matching process:

- ☐ Certification or license area(s) of mentees and prospective mentors
- ☐ Grade-level or subject matter similarities between mentees and mentors
- ☐ Physical proximity of the mentor's and mentee's classrooms
- ☐ Mentor's history of prior service
- ☐ Educational philosophies of the mentor and mentee
- ☐ Personality of mentors and mentees
- ☐ Recommendations of the building principal
- ☐ Specific requests from a mentee or prospective mentor

For example, a formal approach might set several prioritized criteria to guide the matching process. If mentor training is required in order to mentor, it is often the first criteria. Next might come certification in the same area as the mentee. A third criteria might involve building assignment. In other words, the pool is systematically reduced to trained mentors, with compatible certification, assigned to the same building as the mentee. Additional criteria are then assigned to further reduce the list of potential mentors. Such factors might include grade-level and subject matter assignment, or last opportunity to serve as a mentor.

Compensation of Mentors

The way in which a mentoring program deals with the issue of mentor compensation is often another indicator of the extent to which the program is more formal or informal in nature. Many informal programs do not compensate mentor teachers at all, or if they do, the compensation is modest or symbolic in nature. For example, a school district may host an end-of-year banquet for mentors and mentees as a way of expressing appreciation.

In more formalized programs, mentors are typically compensated for their efforts because they are often expected to meet a higher set of standards for mentor performance. In such cases, the nature and form of compensation can vary widely. Many districts, for example, treat the mentoring of a beginning teacher as a supplemental contract for a specified amount of compensation that can range from a couple of hundred dollars to a thousand dollars or more.

In many cases, a supplemental contract is often enhanced with other forms of compensation such as those listed below:

- ☐ Additional professional development days to support the entry-year teacher
- ☐ Supplemental travel allowance to support attendance at professional conferences
- ☐ Release from extra-duty assignments such as hall, lunch, or recess duty
- ☐ Provision of additional dollars to support the purchase of professional development resources
- ☐ Tuition support for graduate coursework

Assessment of Program Quality

As one might predict, informal programs frequently make little or no attempt to assess program impact. Because there is a relatively small investment of district funds, there may be less need to justify the expenditures as producing specific results. On the other hand, formal programs making significant investments in mentor training and mentor compensation often want to document the impact of the program.

Before discussing some general principles that can guide program assessment, it is important to address a basic dilemma. This dilemma is especially significant for programs that place high value on the confidentiality of the mentor-mentee relationship. In such programs, it is important for program leaders to recognize the difference between assessing a mentor teacher *program* and assessing the performance of a *specific mentor*. There are many problems inherent in attempting to evaluate the performance of individual mentors. The first problem to be confronted is determining who would conduct such an evaluation. Although it may be tempting to create a system in which mentees are asked to assess the performance of their mentors, such a system may not produce valid results.

Take, for example, a case in which a beginning teacher has displayed low commitment to the job or has been performing marginally on many important teaching responsibilities. In such a case, a mentor teacher may, with the best interest of the mentee at heart, have employed any number of directive mentoring behaviors which may not be appreciated by the mentee. Asking such a mentee to assess the performance of the mentor may result in unfair or biased results that reflect poorly on a mentor teacher trying to do his or her best in the context of a challenging relationship.

In similar fashion, there are problems associated with asking a building principal or other supervisor to evaluate the performance of a mentor teacher. First, it is obvious to most thoughtful persons that a mentor teacher cannot be held responsible for the poor performance of a mentee. Many factors contribute to the success or failure of a first-year teacher. Because the quality of mentor teacher support is only one such factor, it would generally be unfair for a principal to blame a mentor for a mentee's poor performance. This situation is further complicated when the program places high value on mentor-mentee confidentiality and requires mentors to avoid sharing insight on a mentee's performance with a principal who is responsible for evaluating the beginning teacher and recommending their dismissal or reemployment.

Because of the above complications, school districts are best advised to focus on *program evaluation*. One such approach combines summative and formative data from mentors, mentees, and administrators that, when collectively considered, provide insight into program impact and program needs. The Resources section of this guide provides copies of such evaluation instruments as well as specific instructions for their use.

Level of Administrative Support

Administrative support is a critical factor, whether the mentoring program is informal or formal in nature. However, formal programs typically place greater emphasis on the following five aspects of administrative support.

Knowledge of Program Policies and Procedures. One of the best ways building-level or central office administrators can demonstrate their support of a mentoring program is by keeping informed of the program's policies and procedures. Being able to provide accurate answers to questions from teachers and community members makes a positive statement about the value one places on the program.

Service on School or District Mentoring Committees. Administrators who volunteer to serve as a member of a school or districtwide mentor committee provide teachers and their fellow administrators with a public expression of their dedication to the program and its goals.

Public Affirmations of Mentoring. Administrators who believe in the importance of mentoring capitalize on opportunities to affirm or acknowledge the important work of mentor teachers. In faculty meetings, board of education meetings, and casual conversation, they share their personal appreciation of the work of mentor teachers and encourage other veteran teachers to consider mentoring as a significant professional development opportunity.

Respect for the Confidentiality of the Mentor-Mentee Relationship. Administrators working in mentoring programs that value the confidentiality of the mentoring process express their support and understanding of the program by respecting mentor-mentee confidentiality. They do not endeavor to gain insight on a beginning teacher's performance by attempting to elicit information from the mentor. Instead, they continue their own efforts to help the beginning teacher work toward success.

Support for the Professional Development of Mentors and Mentees. Administrators who value mentoring view themselves as important resource persons dedicated to supporting the work of both mentors and mentees. They are proactive in communicating their willingness to support mentor-mentee teams by providing available time and resources.

Chapter 3

Planning a *High-Performance Mentoring* Workshop

The purpose of this chapter is to support you in planning a *High-Performance Mentoring* workshop. Specifically, it addresses the important issues of determining who should facilitate the workshop and who might be invited to attend. Also, it provides specific advice on preparing the workshop site to support the necessary audiovisual equipment and facilitate the various professional development activities.

Selecting Workshop Facilitators

Determining who will facilitate the *High-Performance Mentoring* workshop, and how they will prepare for delivering it, are key factors in the planning process. Different types of professional educators may qualify as workshop facilitators. Included in this group would be experienced or lead mentor teachers, district curriculum or staff development specialists, building-level or central office administrators with special interest in or knowledge of the mentoring program, or university professors with expert knowledge of the mentoring process.

In considering specific individuals for the role of workshop facilitator, reflection on the following list of recommendations may prove helpful:

- ☐ Consider having two facilitators conduct the workshop as a team.
- ☐ Consider having more than one trainer, or a set of trainers.
- ☐ Give preference to individuals who have an established history of successfully delivering professional development programs in your school or district.
- ☐ Give preference to thoughtful, open-minded individuals who can entertain diverse perspectives on teaching, learning, and mentoring.
- ☐ Give preference to experienced mentor teachers desiring to expand their impact on the mentoring program.
- ☐ Give preference to organized individuals capable of effectively monitoring time, space, and materials.
- ☐ Give preference to individuals who are experienced with the use of presentation technologies or willing to master such technologies prior to the workshop.
- ☐ Finally, and perhaps most importantly, give preference to individuals who are capable of modeling effective mentoring behaviors throughout the workshop, and who can exude personal enthusiasm and commitment to mentoring as a significant professional activity.

Once you have determined your workshop facilitators, they should be provided with copies of this *Facilitator's*

Guide. It is highly recommended that all *High-Performance Mentoring* facilitators have their own copy of the *Facilitator's Guide*. Additional copies can be purchased from Corwin Press by calling 1-800-4-1-SCHOOL.

Workshop facilitators are encouraged to carefully review the workshop modules, giving particular attention to the goals and training sequence for each one as stated in the Overview section that precedes each module. One advantage of having two facilitators is that they can divide the workload, with each facilitator taking leadership on the modules in which they have personal interest or knowledge. In addition, we recommend that prospective facilitators walk through each of the modules by viewing the slides and video programs prior to their first workshop.

If the entire workshop cannot be delivered because of time constraints or other reasons, the facilitators will need to adjust the schedule to reflect the modified agenda.

Additional guidance for effectively facilitating the *High-Performance Mentoring* workshop can be found in Chapter 4 of this guide. Chapter 6 contains specific support for each workshop module. Schools or districts interested in having prospective facilitators complete a 2-day Trainer-of-Trainers workshop conducted by the developers of *High-Performance Mentoring* can acquire additional information by contacting Jim Rowley at the University of Dayton. Phone: 937-229-3696, or send e-mail to: rowley@keiko.udayton.edu.

Identifying Workshop Participants

One of the first and most critical issues to be resolved in planning the *High-Performance Mentoring* workshop involves determining which teachers are eligible to attend. Once eligibility is determined, program planners will want to resolve the second, but equally important, issue of whether the eligible teachers will be *encouraged* or *required* to attend. Both of these issues have important political implications and should be given thoughtful consideration, preferably by teachers and administrators working collaboratively as a program planning team.

Some schools or districts that have long-standing mentoring programs will have little or no problem in addressing the above issues. Conversely, new programs, or programs that historically have not included a mentor training component, may find the decision-making process considerably more complex.

It is important to keep in mind that the decisions you make about *eligibility* for mentor training will have far-reaching implications for your overall program. If you have decided to *formalize* your program as described in Chapter 2, you may find it necessary to revisit the question of mentor teacher selection. In doing so, remember that there are two philosophically different approaches.

One approach to mentor selection is based on the belief that all teachers who meet a set of basic criteria or application requirements are eligible to attend mentor training and be included in the district's *pool* of mentor teachers. Districts employing this *open approach* to mentor eligibility may, for example, require that teachers have at least 3 years of teaching experience in the district, write a one-page letter expressing their interest in becoming a mentor, and secure the recommendations of at least two colleagues.

Comparatively, a second approach to mentor selection is guided by a different set of beliefs about who qualifies to be a mentor teacher. This approach is typically driven by the belief that only teachers from a select group qualify for the role of mentor. Districts employing this *exclusive approach* may, for example, require that mentors hold a master's degree, have taught in the district for 10 or more years, or be validated by some individual or committee as being a master teacher. As is hopefully clear, the two approaches described above are significantly different in the messages they send to both veteran and beginning teachers. The personal preference of the author is for a more *open or invitational approach* to eligibility for mentor training. Allowing greater numbers of teachers to attend the training has the advantage of ensuring that more teachers will have a deeper understanding of the mentoring process. In addition, such an approach tends to make mentor selection a less-political process.

In the end, however, you will need to make the decision based on your district's beliefs about mentoring and on your district's needs for mentor teachers. The number of beginning teachers hired each year will likely be a key factor in making your decision. Districts experiencing high numbers of new hires will probably be better served by a more open approach to mentor recruitment.

Once you have determined who is eligible to attend the *High-Performance Mentoring* workshop, you will need to decide what method you will use for registering participants to attend. Once again, program history will likely influence your decisions.

It is highly recommended that new programs give serious consideration to setting mentor training as a requirement for service as a mentor teacher. Established programs that have historically not required mentor training are encouraged to do so. In such cases, it may be politically advantageous to *require* new mentors to complete the *High-Performance Mentoring* workshop and *encourage* veteran mentors to attend.

Selecting and Preparing the Workshop Site

In addition to the normal considerations for planning a professional development workshop, the following factors should be addressed in preparing for a *High-Performance Mentoring* workshop.

1. The training format calls for participants to be seated at tables in small groups of four to six persons. Tables should be arranged to provide maximum line of sight to TV monitors or projection screens.

2. Lighting can be a key consideration if a multimedia presentation system is being employed to project the video programs and the PowerPoint® slides. Lighting should be bright enough for participants to work at their tables and subdued enough to permit good viewing of the video and slides. Rooms with large windows that have no blinds or drapes should be avoided. Equally poor are rooms with banks of lights on a single switch that provide little or no flexibility in lighting adjustment. The ideal room is equipped with rheostat-controlled lighting fixtures or banks of lights on separate switches.

Audiovisual equipment can be configured in a variety of ways depending on what equipment is available or preferred. If your district has a multimedia presentation system capable of projecting computer-generated slides as well as videotape, such a system is an excellent choice. If you are unfamiliar with such equipment, check with your district's technology or media expert. Take the time to be trained in setting up and operating the equipment so that you are thoroughly familiar with it prior to the training. If you are not confident after the inservice, ask the media or technology person to be present or available during the workshop in the event you encounter technical difficulties.

Depending on the size of your audience, the acoustics of the room, and the power of the speakers on your presentation system, you may want to consider using auxiliary speakers or tapping into the room's speaker system, if available. If your audience consists of 25 or fewer people and you have access to a large-screen TV or TV monitor of 27 or more inches, you may prefer to run the video programs on the TV and use the presentation system for the PowerPoint® slides. One advantage to this configuration is that it allows the slides to be projected while the video programs are running. This creates a nice multimedia effect wherein information provided on the slides is simultaneously reinforced by the video commentary.

A *High-Performance Mentoring* workshop can also be delivered using simpler technology. A TV/VCR system and an overhead projector are all that is needed. Conventional transparencies can be prepared by printing PowerPoint® slides as black-and-white masters.

You also will want to make sure that you have acquired the various instructional materials needed to support the workshop modules. Simple, inexpensive supplies are identified in the instructions for each module provided later in this guide. See Figure 3.1 for an equipment and materials checklist to assist you in planning the workshop.

Workshop Equipment and Materials Checklist

◊ Audiovisual Equipment

The following equipment list represents the types of equipment you may select to conduct your *High-Performance Mentoring* workshop. The equipment you choose will depend, of course, on personal preferences and equipment availability.

____ Projection screen
____ Overhead projector
____ VCR and monitor
____ Computer (PowerPoint® slides installed)
____ Presentation system
____ Auxiliary speakers

◊ Name Tags

◊ Post-it® Notes

◊ Pens/Markers

◊ Poster Board or Newsprint

◊ Four Videotapes

◊ *Facilitator's Guide*

◊ *Participant's Notebooks* (duplicated and bound, or purchased from Corwin Press)

◊ Handouts, including special forms or booklets specific to your school or district's mentoring or entry-year teacher program, policies, and procedures

Figure 3.1. Checklist

Chapter 4

Facilitating a *High-Performance Mentoring* Workshop

The Basic 3-Day Workshop

High-Performance Mentoring is designed to be a 3-day workshop. The workshop agenda in Chapter 1 (see Figure 1.2) lists the workshop modules and the approximate time it will take to complete each module.

After examining the agenda, you may want to customize it to meet your local needs. For example, the workshop setting may provide a convenient opportunity to handle logistics relative to your mentoring program, such as introducing mentors to various policies and procedures. Expanding the workshop hours, for example, from 8:00 a.m. to 4:00 p.m., would provide an additional hour for other agenda items. Part of the hour could be used for remarks by lead mentors or administrators responsible for program leadership.

How to Use This Guide to Facilitate the Workshop

Chapter 6 of this guide contains specific instructions on how to facilitate each of the workshop's 24 modules. The facilitator's instructions for each module begin with an Overview of the module that includes the following information:

☐ The name of the module
☐ The approximate time the module will take to complete
☐ The materials needed to support the module
☐ The media needed to support the module
☐ The objectives of the module
☐ The training sequence of the module reduced to numbered steps

Following the overview for each module, you will find the Media Sequence Guide. This guide is formatted in two columns. The left-hand column presents black-and-white representations of the PowerPoint® slides arranged as they appear in the development of the module. The guide also indicates at which point each of the video programs for the module is to be shown and the directions for each activity as it occurs in the training sequence.

The right-hand column of the Media Sequence Guide provides instructions and suggestions for facilitator consideration in delivering the program. This narrative may be helpful the first time you deliver the workshop.

To help you coordinate the use of the *Facilitator's Guide* with the *Participant's Notebook*, the corresponding page number of the *Participant's Notebook* appears in the top right-hand corner of the modules in Chapter 6.

Alternative Ways of Using Workshop Modules

Although the 3-day workshop structure is recommended as an ideal way of presenting the material, you may, for a variety of reasons, want to experiment with other training formats. For example, instead of a 3-day workshop, you may choose to conduct after-school workshops across the school year and employ the six parts of *High-Performance Mentoring* as the focus of each meeting. For example, Part V (Modules 17-22) could be used to conduct a stand-alone workshop on Coaching for Instructional Improvement. Similarly, Part II (Modules 5-8) could constitute a workshop on Knowing the Beginning Teachers.

If you are a university-based teacher educator, you will find that several of the modules lend themselves well to preservice teacher education. They can be especially useful in preparing preservice teachers for their first year of professional practice and helping them develop a positive disposition toward working with a mentor teacher.

Chapter 5

Mentor Teachers as Teacher Leaders

School districts are not only challenged to retain quality entry-year teachers, they must also be concerned with retaining outstanding members of their veteran teaching staff as well. Much has been written in recent years about the function that career ladders or lattices can play in restructuring the teaching profession. Providing veteran practitioners opportunities to assume new professional challenges while remaining in the classroom holds the promise of maintaining the commitment of exemplary teachers.

The mentoring of beginning teachers can provide veteran mentor teachers with a focus for their own ongoing professional development. In recognition of this fact, many high-performance mentoring programs provide experienced mentor teachers with formal opportunities to assume new roles and responsibilities as *teacher leaders* or *lead mentors*. In such programs, a group of veteran mentors typically assumes additional responsibilities for directing or supporting the entry-year or mentoring programs.

In some cases, veteran mentors are appointed to such positions by the teachers' professional association or by the district's administration. In other cases, however, mentors are nominated and elected by their fellow teachers to serve in the position for a specified period of time. The positions are typically treated as supplemental contracts and carry a stipend in return for services rendered.

Lead Mentors: Roles and Responsibilities

A designated group of lead mentors can provide a wide range of professional services that can help a district develop and maintain a high-quality mentoring program. Some of the roles and responsibilities typically assumed by lead mentors might include the following:

1. *Plan and deliver beginning-of-the-school-year orientation programs for entry-year teachers*

Many school districts require new employees to attend one or more days of orientation wherein new employees are familiarized with the district's philosophy and curriculum as well as its resources, policies, and procedures. Districts with mentor-based entry-year programs often dedicate part of such an orientation program to helping beginning teachers better understand the mentoring program. Lead mentors are excellent candidates to plan and lead such a session.

2. *Facilitate the* ***High-Performance Mentoring*** *workshop*

As mentioned earlier, lead mentors should be given strong consideration for this important assignment. Because of their prior or current service as mentors, they can enhance the workshop by sharing experience-based insights and understandings.

3. *Plan and facilitate mentor teacher support sessions*

Many mentor programs encourage or require mentors to attend periodic support sessions in which they have the opportunity to engage in collegial dialogue and problem solving. Lead mentors, once again, are the obvious choice for planning and facilitating these sessions which can also serve as the context for delivering ongoing mentor training.

4. *Conduct professional development workshops for entry-year teachers*

In addition to the support of a mentor teacher, some entry-year programs provide beginning teachers the opportunity to continue their professional development by participating in a series of entry-year workshops focused on topics of common concern. Lead mentors can provide valuable service to an entry-year program by planning and leading such sessions.

5. *Serve on districtwide or building-level entry-year or mentoring committees*

Lead mentors are excellent candidates for providing leadership on committees charged with the responsibility of planning and monitoring a mentoring program. Having lead mentors involved in such a leadership role validates their mentoring knowledge and experience and helps ensure that entry-year program policies and procedures are consistent with program goals and respectful of the realities of mentoring.

6. *Assist building administrators in matching mentors and beginning teachers*

Lead mentors can also play an important role by becoming systematically involved in the mentor-mentee matching process. Such assistance can be provided at the building-level in collaboration with the building principal, or at the district level by working with the director of personnel or a districtwide mentoring committee.

7. *Serve as arbitrators to help resolve conflicts between mentor teachers and beginning teachers*

Finally, lead mentors also can provide valuable assistance by helping mentor-mentee teams that may be experiencing relationship difficulties. Not every mentor-mentee match works. Sometimes, for a variety of reasons, two individuals are unable to build an effective mentoring relationship and one or both parties desire some form of relief from an uncomfortable situation. In such a situation, lead mentors can intervene and seek a mutually satisfying resolution to the conflict.

Chapter 6

Facilitator's Guide to Workshop Modules

The following pages provide detailed instructional plans for each of the 23 modules that constitute the *High-Performance Mentoring* workshop, as well as the two supplementary modules that constitute Part VI of the program. Each plan begins with an Overview that includes training objectives and a summary of the steps in the training process.

Following the module overview, you will find specific instructions and suggested commentary to help guide you in delivering the training.

Italicized text represents suggested commentary you may want to consider using the first time you conduct the training. Regular text serves as notes that offer particular information and insights relative to the training process. To help you coordinate the use of this guide with the *Participant's Notebook*, the corresponding page number is in the top right-hand corner of each page.

It is important to note that not all of the PowerPoint® slides in the *Facilitator's Guide* appear in the *Participant's Notebook*. Some slides have been purposefully excluded from the *Participant's Notebook* in an effort to avoid giving workshop participants answers to questions or solutions to problems that are the focus of a workshop activity. For this reason, facilitators preparing to deliver the workshop are encouraged to check the *Participant's Notebook* to see where there are differences.

It is also important to note that many of the PowerPoint® slides are "build" slides. In other words, the contents of the slide, including text, photographs, and other material, appear sequentially with each click of the mouse or advance key. Viewing the slides on a computer prior to the workshop will help you be prepared to use the slides more efficiently.

Module 1: Mentoring: Reasons and Rewards

Time: **45 minutes**

Materials Needed: **1. Mentoring Reflections Guide**

Media Needed:
1. Slides for Module 1
2. Volume I Videotape cued to Video Program 1: *Motivations for Mentoring*

Objectives: **Participants will be able to**

1. Describe the content and goals of the workshop
2. Value the various instructional methods that will be employed throughout the workshop
3. Reflect on and identify their personal motivations for becoming a mentor teacher
4. Compare their motivations for mentoring with the motivations of a group of veteran mentor teachers

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Training Sequence:

1. Facilitator introduces himself or herself, welcomes participants to *the High-Performance Mentoring* workshop, and provides information on workshop logistics including breaks, lunch arrangements, and restroom locations.

2. Facilitator invites participants to introduce themselves by name and teaching assignment and by sharing a brief comment related to one of the three reflective prompts that appear on the slide titled "Reflections."

3. Participants are given 2 minutes to reflect on the three prompts and then introduce themselves.

4. Facilitator provides an overview of the training by showing and briefly discussing the slides titled "Workshop Content," "Workshop Methodologies," and "Workshop Goal."

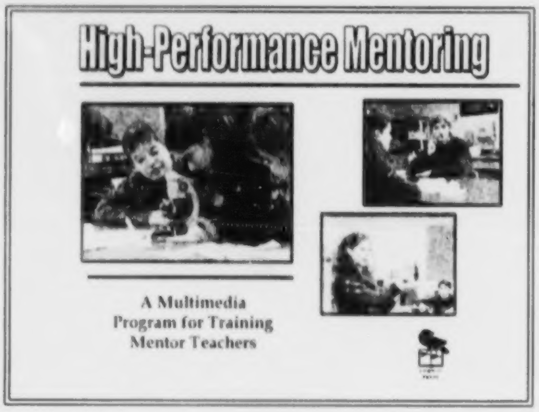
5. Facilitator prompts participants to reflect on their motivations for mentoring by making reflective entries on the Mentoring Reflections Guide.

6. Facilitator introduces the four veteran mentors who will share their knowledge and experience via videotape throughout the workshop.

7. Participants view Video Program 1: *Motivations for Mentoring.*

8. Facilitator promotes small- and whole-group dialogue prompted by the video and the participants' reflections on their personal motivations.

Module 1: Mentoring: Reasons and Rewards

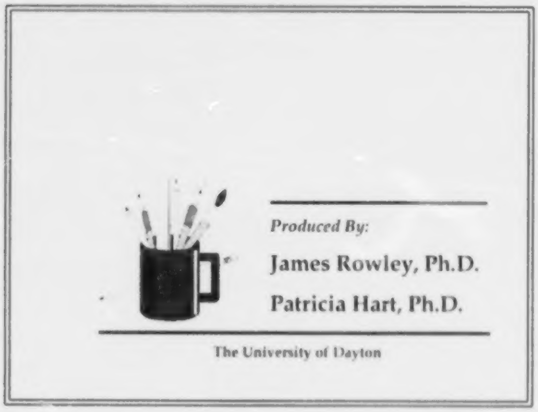


High-Performance Mentoring

A Multimedia Program for Training Mentor Teachers

You may want to display this slide during the last few minutes of the preworkshop period as a vehicle for beginning to focus the attention of the workshop participants. It can then serve as the visual backdrop for your opening remarks.

Remember, participants should be seated in groups of four to six.



Produced By:

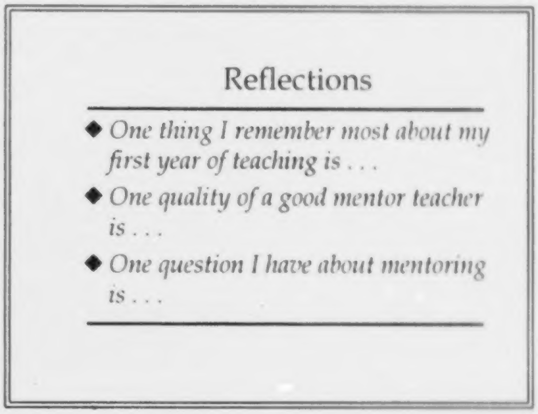
James Rowley, Ph.D.

Patricia Hart, Ph.D.

The University of Dayton

You may want to inform participants that the workshop they are about to experience was extensively field tested over a 3-year period in more than 20 school districts.

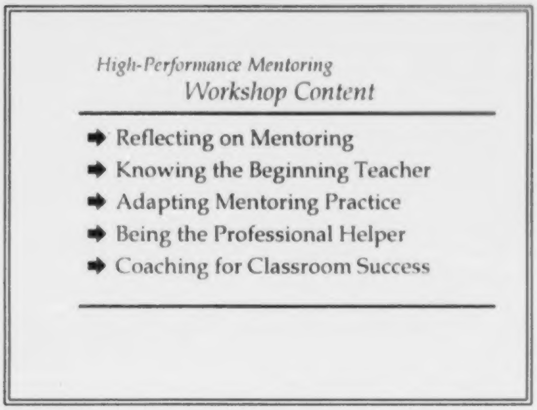
Additionally, you might want to share some information about your personal history with mentoring and the professional development of mentor teachers.



Reflections

- *One thing I remember most about my first year of teaching is . . .*
- *One quality of a good mentor teacher is . . .*
- *One question I have about mentoring is . . .*

Use the following prompts as a combination icebreaker and introduction tool. Ask participants to introduce themselves, provide a short description of their current teaching assignment, and then respond to any one of the three prompts. Encourage participants to record their thoughts on the Mentoring Reflections Guide on page 5 in their notebook.

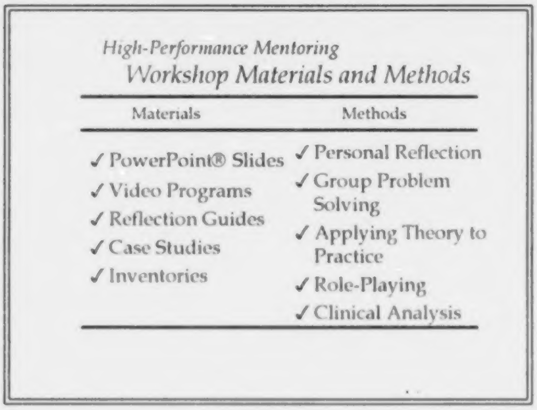


High-Performance Mentoring

Workshop Content

- ➡ Reflecting on Mentoring
- ➡ Knowing the Beginning Teacher
- ➡ Adapting Mentoring Practice
- ➡ Being the Professional Helper
- ➡ Coaching for Classroom Success

Use this slide as an advanced organizer for the workshop. Reading pages 5 to 9 in this guide will give you an overview of the content of each of the five parts of the workshop. You may also want to discuss the workshop agenda at this time by informing participants when each of the five parts will be covered.



High-Performance Mentoring

Workshop Materials and Methods

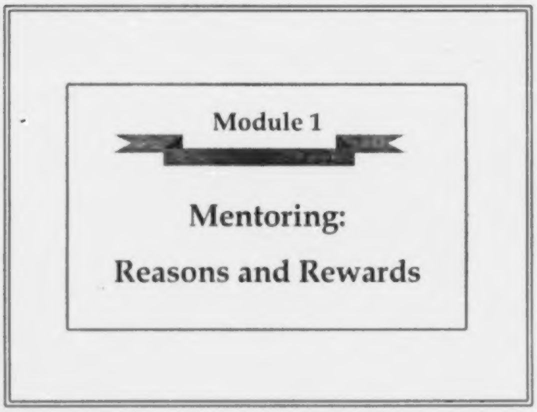
Materials

- ✓ PowerPoint® Slides
- ✓ Video Programs
- ✓ Reflection Guides
- ✓ Case Studies
- ✓ Inventories

Methods

- ✓ Personal Reflection
- ✓ Group Problem Solving
- ✓ Applying Theory to Practice
- ✓ Role-Playing
- ✓ Clinical Analysis

Use this slide to help the participants understand how the workshop will use a variety of media to engage them in diverse learning experiences. Communicate your enthusiasm for the interactive nature of the workshop and your hope that it will promote personal reflection and collegial dialogue about the mentoring process.

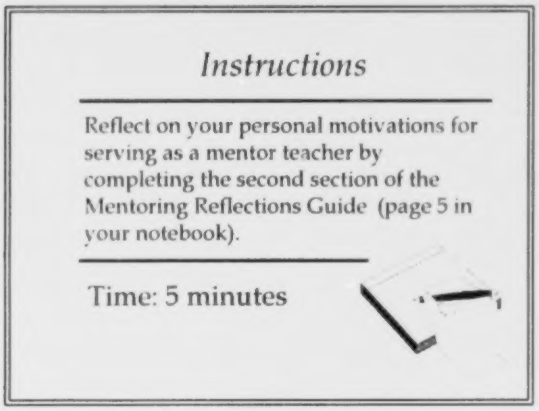


Module 1

Mentoring:

Reasons and Rewards

The purpose of this module is to continue our personal reflections on mentoring that began with the introductory prompts. Specifically, we are going to explore our personal motives for serving as mentor teachers. In addition, we are going to meet four veteran mentors as they share their motivations for mentoring.

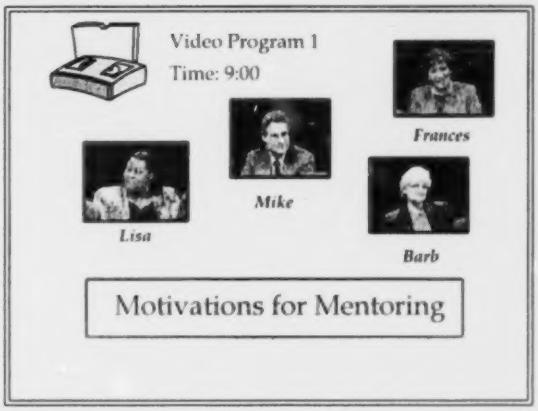


Instructions

Reflect on your personal motivations for serving as a mentor teacher by completing the second section of the Mentoring Reflections Guide (page 5 in your notebook).

Time: 5 minutes

Encourage participants to reflect on their motivations for mentoring and record them on the Mentoring Reflections Guide.



Video Program 1

Time: 9:00

Frances

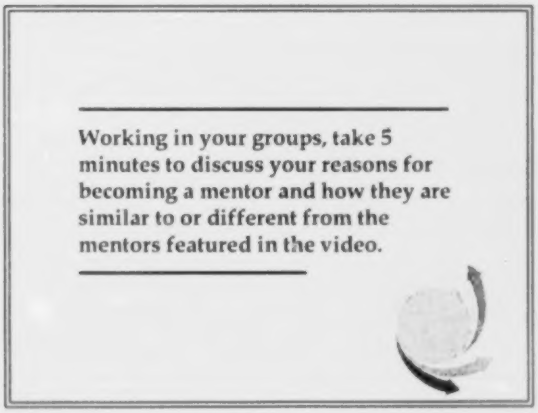
Mike

Lisa

Barb

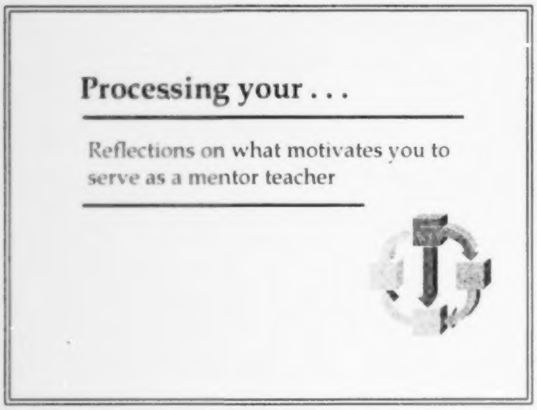
Motivations for Mentoring

Use this slide to introduce the first video program of the workshop. Participants will meet four veteran mentors as they discuss their own motivations more mentoring.



Working in your groups, take 5 minutes to discuss your reasons for becoming a mentor and how they are similar to or different from the mentors featured in the video.

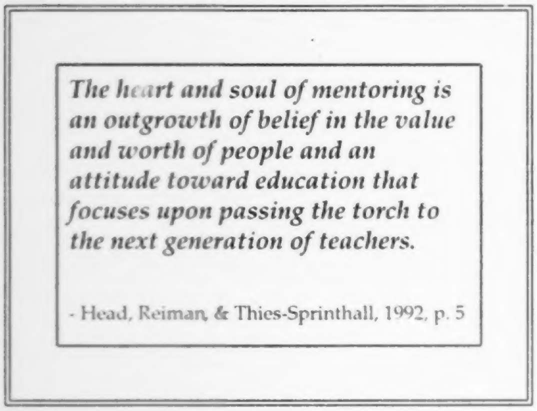
Encourage participants to engage in a 5-minute small-group discussion in which they share their personal reasons for becoming a mentor, as well as their reactions to the videotaped mentors' discussion of their motivations for mentoring.



Processing your . . .

Reflections on what motivates you to serve as a mentor teacher

Facilitate a 5- to 10-minute whole-group discussion in which individual participants share insights from their small-group discussions.



The heart and soul of mentoring is an outgrowth of belief in the value and worth of people and an attitude toward education that focuses upon passing the torch to the next generation of teachers.

- Head, Reiman, & Thies-Sprinthall, 1992, p. 5

Conclude this module by presenting this slide and sharing any personal sentiments about the importance of mentoring. If someone had an impact on your life as a mentor, this is a nice time to share that story.

Invite participants to record any final reflections prompted by this module at the bottom of the Mentoring Reflections Guide.

Mentoring Reflections Guide

Introductory Prompts

1. One thing I remember most about my first year of teaching is . . .

2. One quality of a good mentor teacher is . . .

3. One question I have about mentoring is . . .

My Motivations for Mentoring

1.	
2.	
3.	

Final Reflections

Module 2: Exploring the Principles of Mentoring

Time: **45 minutes**

Materials Needed:
1. **The Principles of Mentoring worksheet**

Media Needed:
1. **Slides for Module 2**
2. **Volume I Videotape cued to Video Program 2: *Principles of the Mentoring Process***

Objectives: **Participants will be able to**

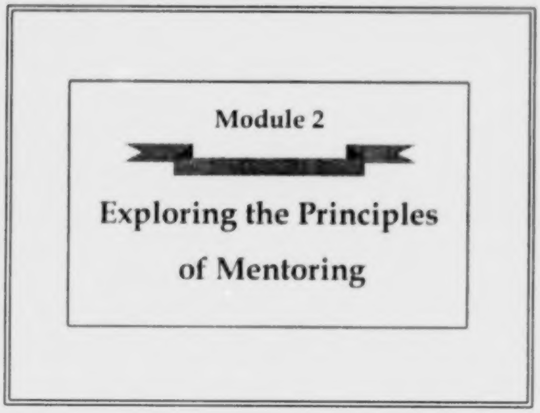
1. Discuss the principles of the mentoring process as identified by a national commission on the role and preparation of mentor teachers
2. Compare and contrast personal views of the principles of the mentoring process with those of veteran mentor teachers
3. Reflect on the *context* in which their local mentoring program operates

---

Training Sequence:

1. Facilitator introduces Module 2 by providing background information on the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers.
2. Facilitator invites individual reflection on, and small-group discussion of, the four principles of the mentoring process.
3. Participants view video program of veteran mentors discussing the four principles of the mentoring process.
4. Facilitator, using slides, introduces the Commission's *Principles of Mentoring Programs,* and the *Principles of Selection and Preparation.*
5. Participants reflect on the newly introduced principles by completing the Principles of Mentoring worksheet.
6. Facilitator encourages small- and whole-group discussion of the context in which the local mentoring program is operating.

Module 2: Exploring the Principles of Mentoring

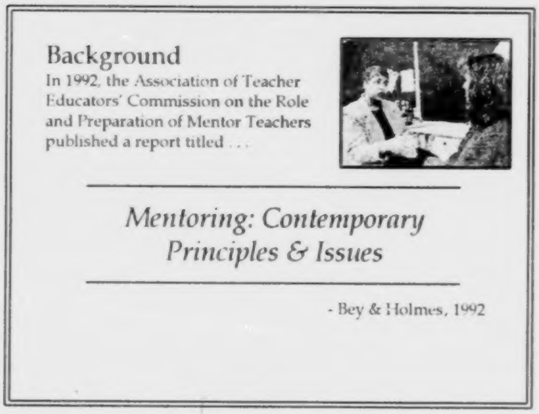


Module 2

Exploring the Principles of Mentoring

In Module 2, we continue to reflect on mentoring by focusing on the mentoring process and the program context in which it occurs. This is an excellent time to make a brief comment about the importance of context.

Just as a classroom teacher's work is influenced by the school, community, and classroom context, mentors are influenced by the program context in which they work. In this module, we will explore our program context.



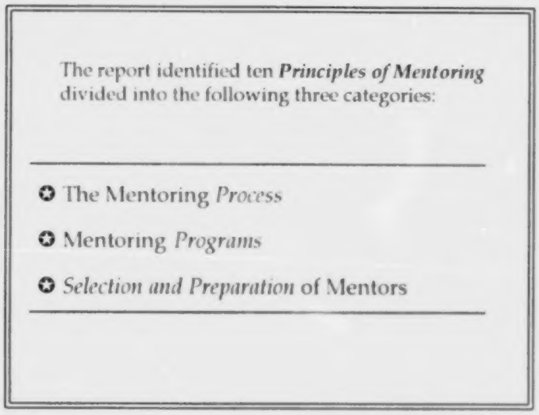
Background

In 1992, the Association of Teacher Educators' Commission on the Role and Preparation of Mentor Teachers published a report titled . . .

Mentoring: Contemporary Principles & Issues

- Bey & Holmes, 1992

The Association of Teacher Educators, or ATE, is a national organization consisting of university-based and school-based professionals dedicated to the professional development of classroom teachers. In 1992, ATE completed a report on mentoring that identified 10 principles of mentoring. We are going to use those principles to guide our reflections in Module 2.



The report identified ten ***Principles of Mentoring*** divided into the following three categories:

- ✪ The Mentoring *Process*
- ✪ Mentoring *Programs*
- ✪ *Selection and Preparation* of Mentors

The principles were divided into the three categories listed on the screen. In this module, we are going to take a look at each category. The last two categories will provide the opportunity to gain a clearer understanding of the program context in which you will be mentoring. However, we are first going to explore the principles of the mentoring process.

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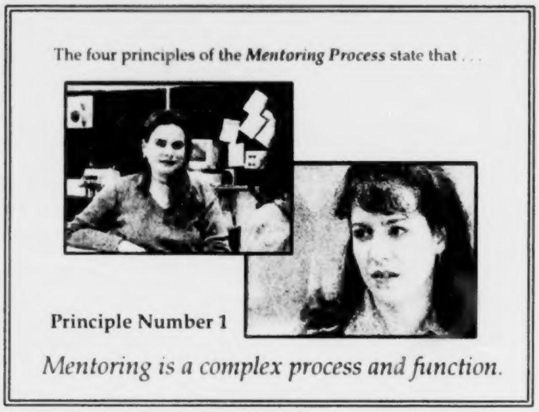
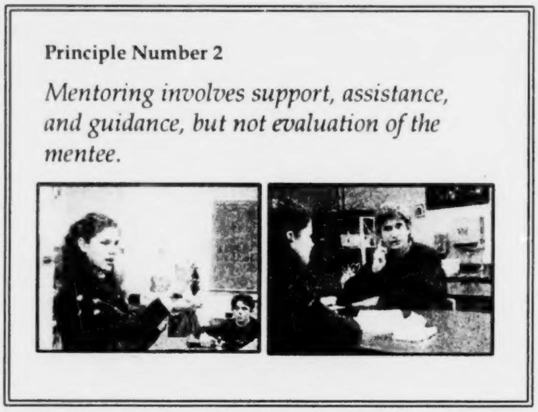


The four principles of the ***Mentoring Process*** state that . . .

Principle Number 1

Mentoring is a complex process and function.

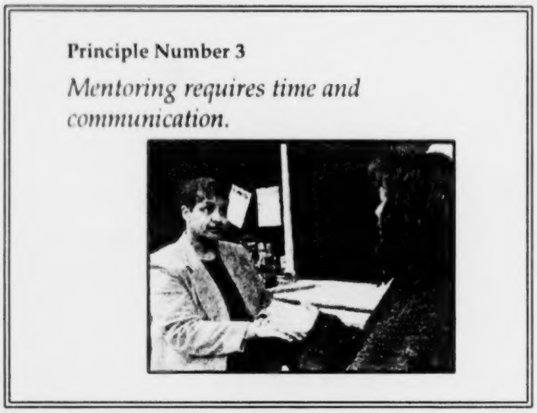
You may choose to say a few words about each principle as it is revealed or facilitate a brief discussion based on the participants' reaction to the four principles. As an alternative, you can inform participants that you are going to provide time for small- and large-group discussion of the principles and that you prefer they hold their reactions and comments until that time.



Principle Number 2

Mentoring involves support, assistance, and guidance, but not evaluation of the mentee.

If your mentoring program involves mentors in the evaluation process, you will want to make sure the participants clearly understand their role and function in the evaluation process. If you have a program history in which the role of mentors in the evaluation process has not been clearly defined, you may want to point that out as well and suggest that you look forward to hearing the participants' thoughts on this important program element.

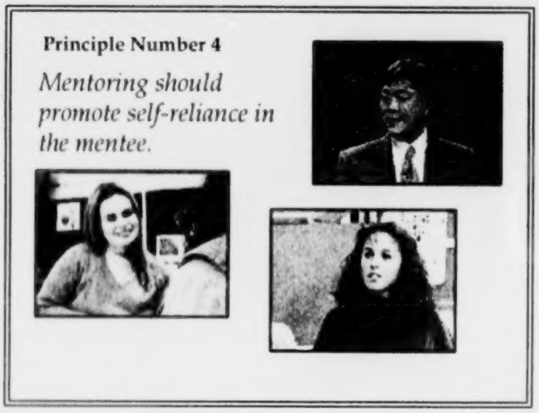


Principle Number 3

Mentoring requires time and communication.

Participants may react strongly to this principle, especially if they are experienced mentors. Others may want answers to questions such as, "How much time should I spend per week?" Avoid a long discussion at this time and point out that this issue will be addressed in Module 4.

Module 2: Exploring the Principles of Mentoring

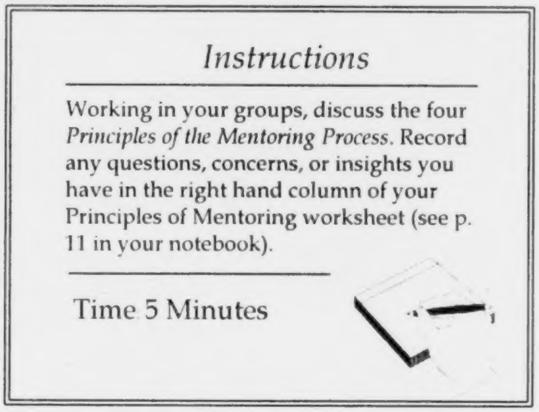


Principle Number 4

Mentoring should promote self-reliance in the mentee.

Self-reliance of the beginning teacher is one of the goals of mentoring. However, good mentors also help beginning teachers appreciate the need to collaborate with other teachers as well as with school administrators and parents.

One of the challenges of mentoring is that each beginning teacher is different in terms of their readiness for self-reliance and collegial relationships.

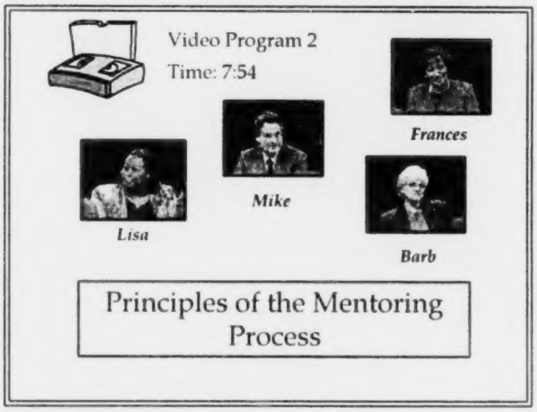


Instructions

Working in your groups, discuss the four *Principles of the Mentoring Process*. Record any questions, concerns, or insights you have in the right hand column of your Principles of Mentoring worksheet (see p. 11 in your notebook).

Time 5 Minutes

Direct participants to follow the directions on the screen and take a few minutes to reflect on the four principles by making entries on the Principles of Mentoring worksheet.

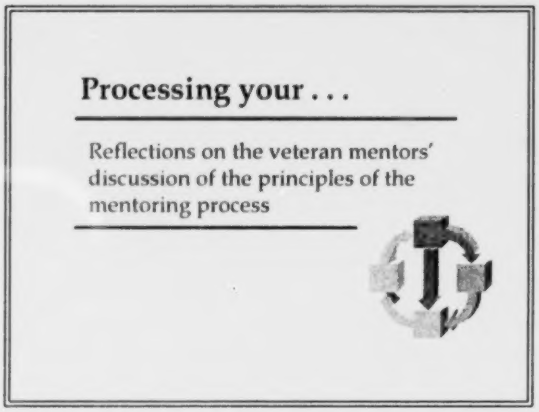


Video Program 2
Time: 7:54

Frances
Mike
Lisa
Barb

Principles of the Mentoring Process

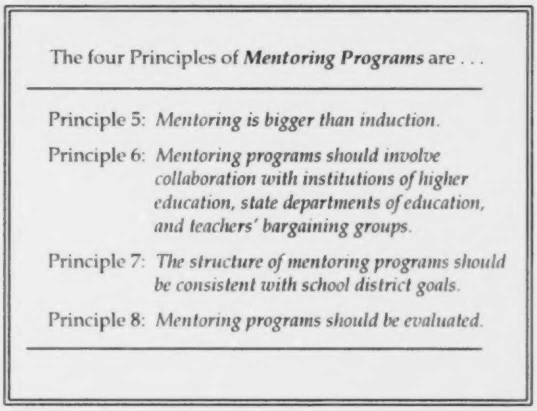
Use this slide to focus the participants' attention. Inform them that prior to discussing their reflections on the four principles of mentoring, we are going to hear once again, via videotape, from the four veteran mentor teachers as they share their reactions to the principles.



Processing your . . .

Reflections on the veteran mentors' discussion of the principles of the mentoring process

Facilitate a whole-group discussion of the principles of mentoring. Ask participants to share entries they made on their worksheet or react to the comments of the mentors featured in the videotape. The goal is to leave participants with a deeper appreciation of the importance and complexity of mentoring. If you have experienced mentors in your audience, take advantage of their knowledge and experience by encouraging them to share their thoughts.



The four Principles of ***Mentoring Programs*** are . . .

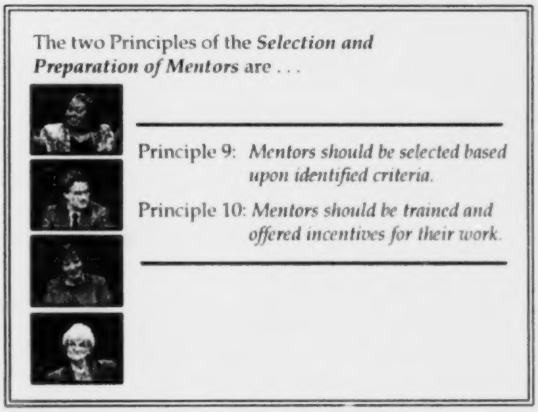
Principle 5: *Mentoring is bigger than induction.*

Principle 6: *Mentoring programs should involve collaboration with institutions of higher education, state departments of education, and teachers' bargaining groups.*

Principle 7: *The structure of mentoring programs should be consistent with school district goals.*

Principle 8: *Mentoring programs should be evaluated.*

We are now going to examine the six remaining principles which focus on Mentoring Programs and on the Selection and Preparation of Mentors. In the interest of time, you will probably want to have participants hold their reactions until they discuss the principles in their small groups. If your mentoring program is new, or if you have recently adopted new program policies and procedures, these principles may raise many questions.



The two Principles of the ***Selection and Preparation of Mentors*** are . . .

Principle 9: *Mentors should be selected based upon identified criteria.*

Principle 10: *Mentors should be trained and offered incentives for their work.*

Use this slide to make a brief comment or two about how the participants were invited (or chosen) to attend the workshop.

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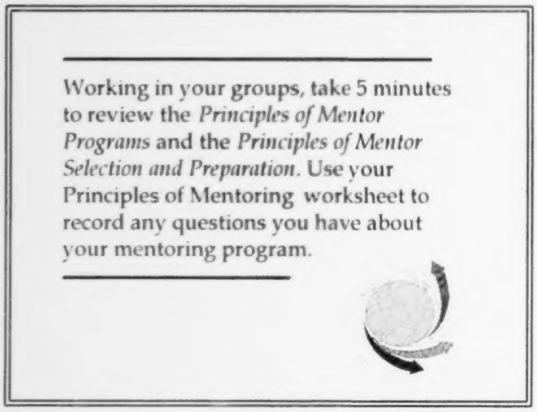
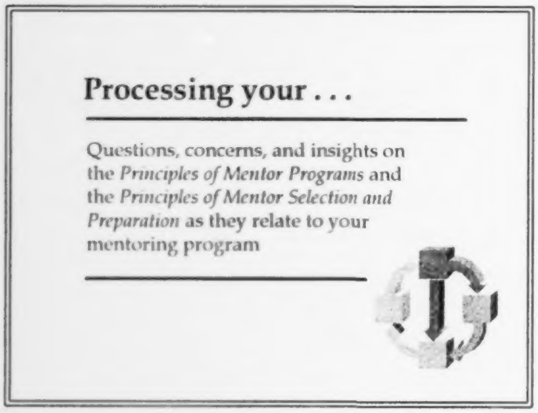


Working in your groups, take 5 minutes to review the *Principles of Mentor Programs* and the *Principles of Mentor Selection and Preparation*. Use your Principles of Mentoring worksheet to record any questions you have about your mentoring program.

This is a very important activity because participants often have a range of reactions to the various principles. You will want to review the principles in advance and try to anticipate if one or more of them might be potentially controversial. If you are not familiar with your program's political and economic history, you will want to consult with someone who can help prepare you to provide informed responses to participants' questions and concerns.



Processing your . . .

Questions, concerns, and insights on the *Principles of Mentor Programs* and the *Principles of Mentor Selection and Preparation* as they relate to your mentoring program

Facilitate a whole-group discussion of the *Principles of Mentor Programs* and the *Principles of Mentor Selection and Preparation*. Reading Chapter 2 of this guide prior to the workshop and reflecting on your mentoring program in light of the eight program elements discussed in that chapter should prepare you well for this discussion.

The Principles of Mentoring

- *Adapted from:* Bey & Holmes, 1992

The Mentoring Process	Implications for Practice
1. Mentoring is a complex process and function.	
2. Mentoring involves support, assistance, and guidance, but not evaluation of the mentee.	
3. Mentoring requires time and communication.	
4. Mentoring should facilitate self-reliance in the mentee.	
Mentoring Programs	**Questions/Reflections**
5. Mentoring is bigger than induction.	
6. Mentoring programs should collaborate with institutions of higher education, state departments of education, and teachers' bargaining groups.	
7. The structure of mentoring programs should be consistent with school district goals.	
8. Mentoring programs should be evaluated.	
Selection and Preparation of Mentors	
9. Mentors should be selected based on identified criteria.	
10. Mentors should be trained and offered incentives for their work.	

Module 3: Defining the High-Performance Mentor

Time: **45 minutes**

Materials Needed:

1. **The Profiling the Good Mentor reflection guide**
2. **The High-Performance Mentoring Matrix**

Media Needed:

1. **Slides for Module 3**
2. **Volume I Videotape cued to Video Program 3:** ***Qualities of the Good Mentor***

Enrichment Material: **100 Things a Mentor Teacher Might Do in a Helping Relationship Model**

Objectives: **Participants will be able to**

1. Describe at least six qualities that define the *High-Performance Mentor Teacher*
2. Compare personal conceptions of mentoring with the conceptions articulated on the High-Performance Mentoring Matrix
3. Appreciate the specific knowledge, skills, and values of high-performance mentors as described on the High-Performance Mentoring Matrix
4. Value the importance of commitment to the roles and responsibilities of mentoring a beginning teacher
5. Identify and discuss at least five factors that could cause a mentor or a beginning teacher to exhibit low commitment to a mentoring relationship

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Training Sequence:

1. Facilitator introduces Module 3 and instructs participants to reflect on their personal conceptions of the good mentor by making entries on the Profiling the Good Mentor reflection guide.

2. Small groups report their qualities of the good mentor to the whole group, with each group reporting one quality at a time. The facilitator may want to record the nominated qualities on an overhead transparency or flip chart paper.

3. Participants view the video of veteran mentors discussing the qualities of the good mentor.

4. Facilitator instructs participants to turn to the High-Performance Mentoring Matrix (page 135 in the *Participant's Notebook*) and compare their nominated qualities with the ones articulated on the matrix.

5. Facilitator introduces commitment as being central to high-performance mentoring. Using slides, facilitator introduces two elements of commitment in a mentoring relationship: degree of commitment and comprehensiveness of influence.

6. Participants work in small groups to discuss factors that could cause a mentor teacher to exhibit low commitment in a mentoring relationship (whole-group processing of small-group discussion).

7. Participants work in small groups to discuss factors that could cause a beginning teacher to exhibit low commitment in a mentoring relationship (whole-group processing of small-group discussion).

Enrichment Activity:

Pages 18 - 20 in the *Participant's Notebook* contain a list of 100 Things a Mentor Teacher Might Do in a Helping Relationship Model. Here are two alternate ways you can use the list to encourage participants to reflect on the roles and responsibilities of mentoring.

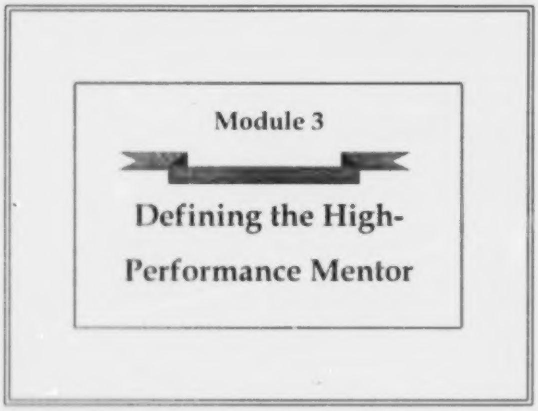
Option A

Conclude the module by referring participants to the list. Inform them that the purpose of the list is not to serve as a checklist for mentor performance but rather as a provocateur to stimulate their reflections on mentoring. Invite participants to review the list at their convenience (during breaks or at lunch) and to discuss any issues it raises with their colleagues. Also invite them to bring such issues or questions to the attention of the whole group.

Option B

Instead of providing group time to reflect on the factors that can cause mentors and mentees to exhibit low commitment to a mentoring relationship, present the slides that list those factors without group discussion. Use the 10 minutes of saved time to invite participants to review and discuss in their small groups the 100 Things a Mentor Teacher Might Do. One effective approach for structuring this small-group time is to ask participants to circle five items from the list that they do not agree with or are unclear about. Conclude by facilitating a whole-group discussion of the circled items.

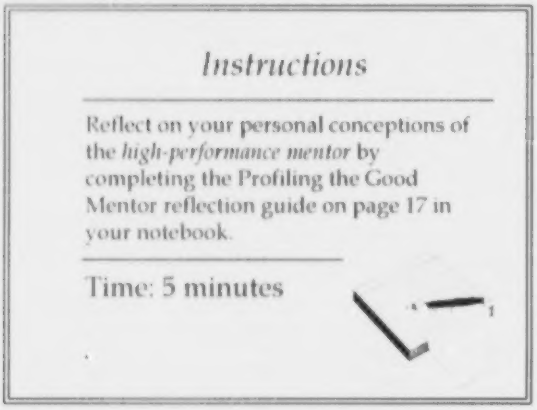
Module 3: Defining the High-Performance Mentor



Module 3

Defining the High-Performance Mentor

In this module, we will focus on the qualities of the high-performance mentor. You will have the opportunity to reflect on your conception of the "good mentor" and compare that conception with those of your colleagues. In addition, you will be introduced to a framework designed to assist mentor teachers in the process of reflection and self-assessment.

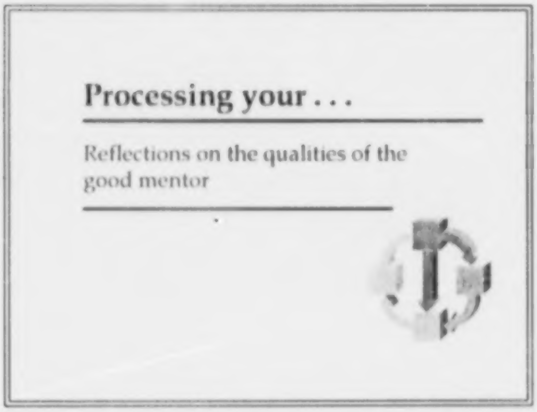


Instructions

Reflect on your personal conceptions of the *high-performance mentor* by completing the Profiling the Good Mentor reflection guide on page 17 in your notebook.

Time: 5 minutes

Instruct participants to follow the directions on the slide. Encourage them to record their personal thoughts prior to discussing the topic with their group.

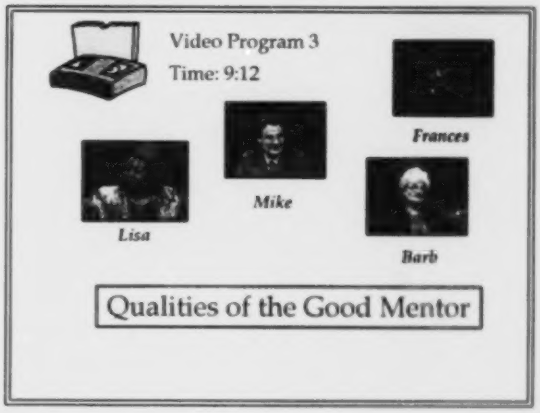


Processing your . . .

Reflections on the qualities of the good mentor

Facilitate a whole-group discussion based on the participants' reflections on the qualities of the good mentor. Consider using a reporting process wherein each group, in turn, shares one suggested quality. Depending on the number of groups, you may facilitate three or more rounds of reporting out.

Module 3: Defining the High-Performance Mentor

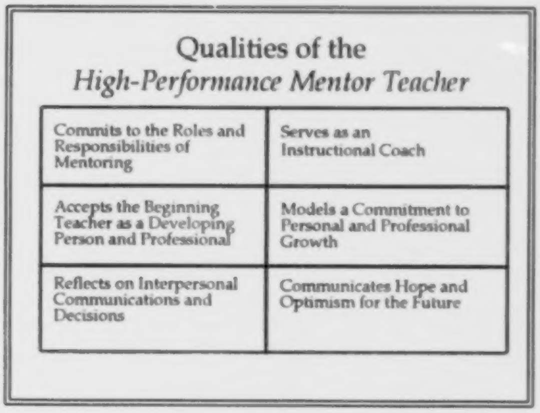

Video Program 3

Time: 9:12

Frances
Mike
Lisa
Barb

Qualities of the Good Mentor

Introduce the next video program as an opportunity for participants to begin to compare their thinking with the conception of *high-performance mentoring* that is the basis for this workshop.

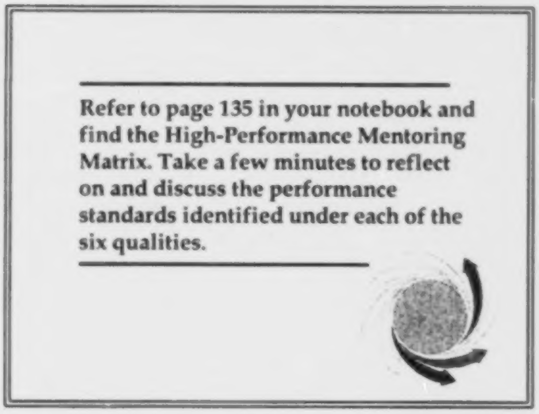

Qualities of the

High-Performance Mentor Teacher

Commits to the Roles and Responsibilities of Mentoring	Serves as an Instructional Coach
Accepts the Beginning Teacher as a Developing Person and Professional	Models a Commitment to Personal and Professional Growth
Reflects on Interpersonal Communications and Decisions	Communicates Hope and Optimism for the Future

At the conclusion of the video, inform participants that the qualities of the good mentor that were discussed on the videotape are critical parts of a formal framework known as the High-Performance Mentoring Matrix. The matrix consists of six essential qualities and 30 related elements.

This slide is not in the *Participant's Notebook.* Refer participants to the matrix on page 135 of their notebooks.


Refer to page 135 in your notebook and find the High-Performance Mentoring Matrix. Take a few minutes to reflect on and discuss the performance standards identified under each of the six qualities.

Before giving participants a few minutes to review the matrix and discuss it in their groups, make clear that the purpose of the matrix is to promote reflection and self-assessment. It was *not* designed to serve as a checklist of specific mentoring behaviors or as a tool for the assessment of mentor teachers.

Note: The High-Performance Mentoring Matrix can be found on page 2 of this guide.

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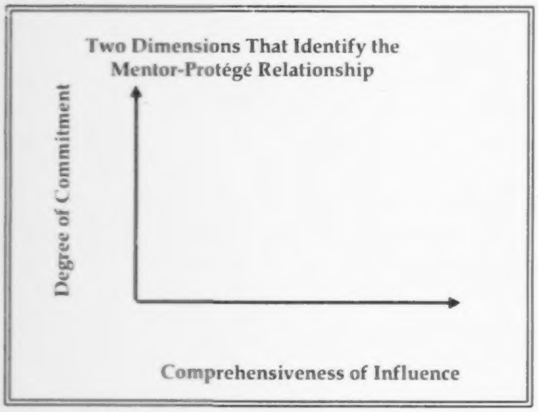
As Clawson (1980) has pointed out, mentoring occurs in an interpersonal context that is based upon the degree of commitment and comprehensiveness of influence on the mentee.

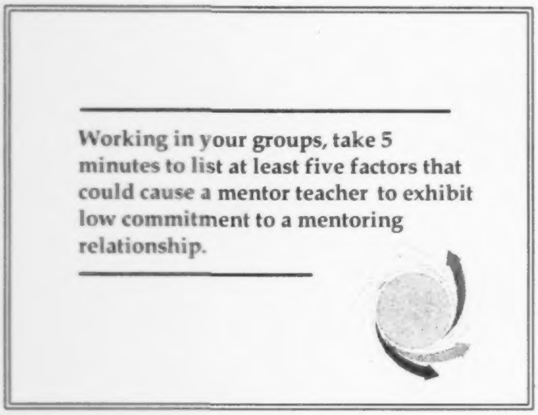
This slide is your transition to a discussion of the high performance mentoring quality of *commitment.*

The importance of commitment cannot be overstated. It is the foundation upon which the other essential mentoring qualities are built. It is critical to understand, however, that commitment is a two-way street. In other words, mentors need to also be aware of the commitment of their entry-year teacher to the mentoring relationship.



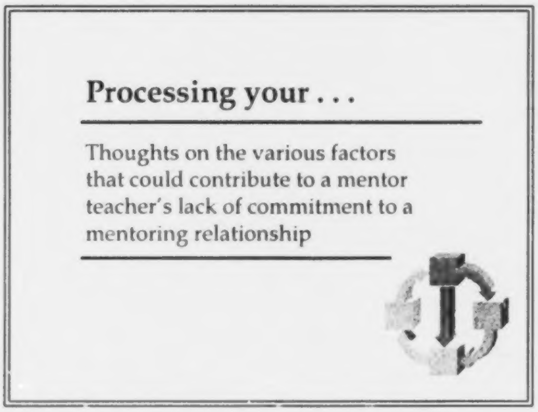
Two Dimensions That Identify the Mentor-Protégé Relationship

Clawson has suggested that there are two critical elements that can help define the quality of a mentoring relationship: *degree of commitment* and *comprehensiveness of influence.* By Clawson's definition, some "mentoring relationships" never achieve true mentor status because one or both parties do not fully commit to the relationship.



Working in your groups, take 5 minutes to list at least five factors that could cause a mentor teacher to exhibit low commitment to a mentoring relationship.

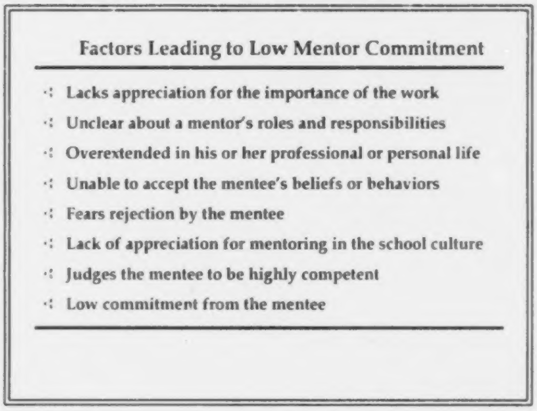
Before asking participants to complete this activity, you may want to point out that a mentoring relationship is a highly personal dynamic and can take any number of forms. Although some mentor relationships become lifelong friendships, others are professionally satisfying relationships that run their course over a 2- or 3-year period. In other cases, and for a variety of reasons — commitment among them — the mentoring relationship never develops.



Processing your . . .

Thoughts on the various factors that could contribute to a mentor teacher's lack of commitment to a mentoring relationship

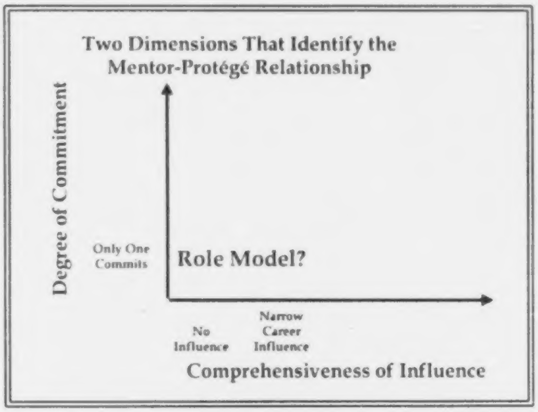
Facilitate the groups in the process of reporting out the various factors they identified that could contribute to low mentor commitment.



Factors Leading to Low Mentor Commitment

- Lacks appreciation for the importance of the work
- Unclear about a mentor's roles and responsibilities
- Overextended in his or her professional or personal life
- Unable to accept the mentee's beliefs or behaviors
- Fears rejection by the mentee
- Lack of appreciation for mentoring in the school culture
- Judges the mentee to be highly competent
- Low commitment from the mentee

This slide is not in the *Participant's Notebook*. Use it as a way of validating or stretching the participant's thinking about the critical quality of mentor commitment.



Two Dimensions That Identify the Mentor-Protégé Relationship

Degree of Commitment

Only One Commits

Role Model?

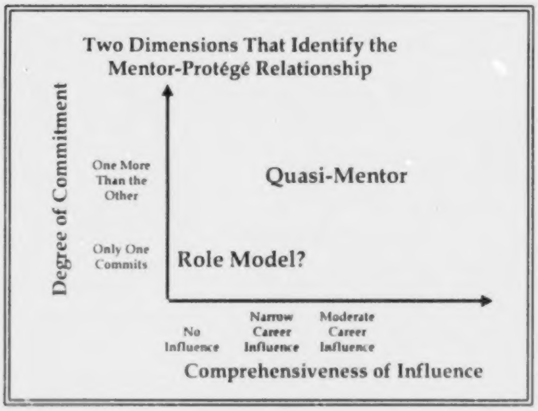
No Influence

Narrow Career Influence

Comprehensiveness of Influence

Use this slide to illustrate the results of low commitment. Note the question mark behind Role Model suggesting that such status is not guaranteed where there is a lack of commitment in a mentoring relationship.

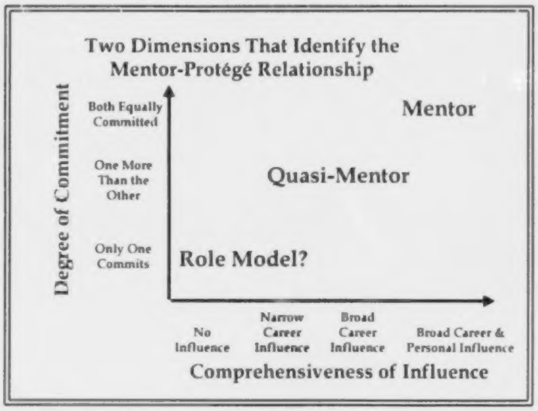
Be sure to point out that the "one committed" party could be the mentor or the beginning teacher!



Two Dimensions That Identify the Mentor-Protégé Relationship

Degree of Commitment
One More Than the Other
Quasi-Mentor
Only One Commits
Role Model?
No Influence
Narrow Career Influence
Moderate Career Influence
Comprehensiveness of Influence

As the model unfolds it depicts a stronger degree of commitment, resulting in a greater degree of influence.

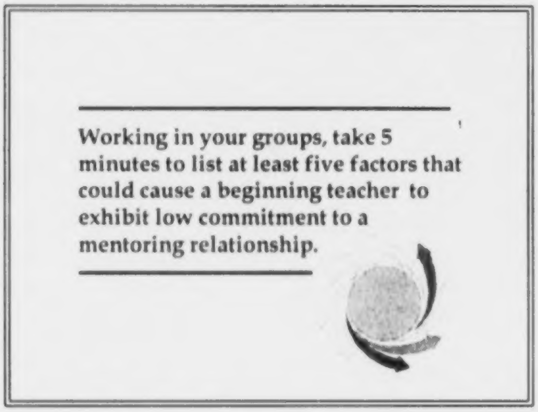


Two Dimensions That Identify the Mentor-Protégé Relationship

Degree of Commitment
Both Equally Committed
Mentor
One More Than the Other
Quasi-Mentor
Only One Commits
Role Model?
No Influence
Narrow Career Influence
Broad Career Influence
Broad Career & Personal Influence
Comprehensiveness of Influence

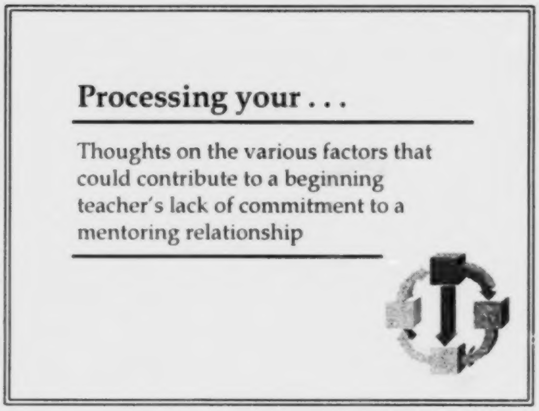
This slide completes the model suggesting that true *mentors* make significant impacts. Ask participants to reflect on someone who made a positive difference in their life. They will likely realize that this relationship was characterized by mutual commitment.

What is unique about school-based mentoring is that, in most cases, mentors are assigned, not chosen, making commitment an even more critical factor.



Working in your groups, take 5 minutes to list at least five factors that could cause a beginning teacher to exhibit low commitment to a mentoring relationship.

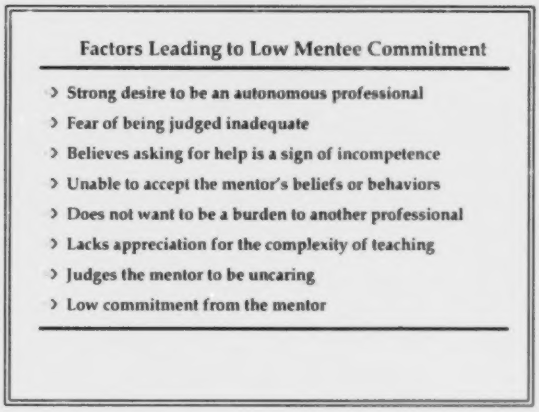
Understanding now that commitment is a two-way street, let us try to think of factors that could cause a beginning teacher to fail to commit to a mentoring relationship.



Processing your . . .

Thoughts on the various factors that could contribute to a beginning teacher's lack of commitment to a mentoring relationship

Facilitate group reporting as you did with the low-commitment factors for mentors.



Factors Leading to Low Mentee Commitment

- Strong desire to be an autonomous professional
- Fear of being judged inadequate
- Believes asking for help is a sign of incompetence
- Unable to accept the mentor's beliefs or behaviors
- Does not want to be a burden to another professional
- Lacks appreciation for the complexity of teaching
- Judges the mentor to be uncaring
- Low commitment from the mentor

This slide is not in the *Participant's Notebook.* Use it to reinforce or stretch the thinking of the group.

Profiling the Good Mentor

Instructions: Make at least two entries in each of the following boxes that reflect your thinking about the profile of the good mentor teacher.

Knowledge: What are the significant understandings?

Skills: What are the critical abilities?

Values: What fundamental beliefs are held and acted upon?

100 Things a Mentor Teacher Might Do in a Helping Relationship Model

1. Work with the mentee to analyze a lesson plan that did not work.
2. Remind the mentee of an important form that is due.
3. Introduce the mentee to other staff members.
4. Share an instructional resource with the mentee.
5. Go to lunch with the mentee to celebrate a teaching success.
6. Show the mentee how to access student records.
7. Help the mentee plan a strategy for solving a classroom management problem.
8. Avoid taking personal responsibility for the mentee's failures.
9. Observe the mentee's class to collect data on an instructional problem.
10. Listen to the mentee share a personal or professional frustration.
11. Demonstrate an instructional technique.
12. Collaborate with the mentee in planning/teaching a unit.
13. Make a video- or audiotape of the mentee for self-analysis.
14. Attend a workshop with the mentee.
15. Go to breakfast with the mentee once a week.
16. Encourage the mentee to reflect on a critical classroom event.
17. Advise the mentee on how to relate to another staff member.
18. Protect the mentee by maintaining confidentiality.
19. Alert the mentee to a behavior that you know may be self-defeating.
20. Confront and resolve an interpersonal conflict with the mentee.
21. Invite the mentee to a TGIF get-together.
22. Be self-disclosing with the mentee.
23. Assess the mentee's level of commitment and maturity.
24. Adapt supervisory practice to the mentee's developmental level.
25. Advise the mentee on the pitfalls of parent conferencing.
26. Take the mentee on a tour of the community or school district.
27. Counsel the mentee on a personal problem.
28. Refer the mentee to appropriate resource persons.
29. Encourage the mentee to participate in professional organizations.
30. Invite the mentee to systematically observe your teaching.
31. Hold and express high expectations for the mentee.
32. Be on the lookout for survival behaviors.
33. Give the mentee specific feedback.
34. Patiently answer the mentee's questions.
35. Laugh at oneself.
36. Model professionalism for the mentee.
37. Discuss a current educational issue with the mentee.
38. Help the mentee learn to write better test items.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model (Continued)

39. Advise the mentee on how to better manage his or her time.
40. Share a personal success or failure.
41. Be congruent in mentoring beliefs and actions (walk the talk).
42. Remind the mentee of an important building or district policy.
43. Assist the mentee in keeping better student records.
44. Be positive.
45. Ask the mentee's opinion on a professional idea.
46. Brainstorm with the mentee a list of possible solutions to a problem.
47. Know the research on problems and concerns of mentees.
48. Share a professional article with the mentee.
49. Show the mentee how to fill out grade cards.
50. Model a disposition to inquiry.
51. Be open and honest with the mentee.
52. Encourage the mentee to try a new instructional strategy.
53. Hold a pre-observation conference with the mentee.
54. Help the mentee learn how to write better instructional objectives.
55. Advise the mentee of professional opportunities.
56. Display personal enthusiasm for teaching.
57. Positively reinforce a mentee's desirable behavior.
58. Check the mentee for understanding.
59. Use research findings as the focus of systematic observations.
60. Take a personal interest in the mentee's career development.
61. Don't take yourself too seriously.
62. Believe in the meaningfulness of your work.
63. Avoid sending mentees mixed messages.
64. Practice active listening.
65. Assist the mentee in reviewing instructional materials.
66. Provide the mentee with important information on a student.
67. Express the belief that all children can learn.
68. Know what it takes to build a trusting relationship.
69. Help the mentee understand issues on professional ethics.
70. Praise the mentee specifically.
71. Counsel another mentor on a mentoring issue or problem.
72. Encourage the mentee to attend a school athletic event or play.
73. Design and carry out an action research project with the mentee.
74. Help the mentee improve their classroom questioning technique.
75. Demonstrate for the mentee how to begin or close a lesson.

100 Things a Mentor Teacher Might Do in a Helping Relationship Model (Continued)

76. Appreciate the complexity of teaching.
77. Be sensitive to the mentee's nonverbal messages.
78. Share personal successes and failures.
79. Show the mentee how to more effectively use instructional technology.
80. Let the mentee know their problems and concerns are not unique.
81. Commend the mentee in front of a colleague.
82. Encourage the mentee to collect and analyze student feedback.
83. Model a positive disposition toward professional growth.
84. Express interest in the mentee's personal hobbies, travels, etc.
85. Advise the mentee on how to resolve an interpersonal conflict.
86. Arrange for the mentee to observe a colleague.
87. Protect the mentee from unjust criticism.
88. Practice patience.
89. Reflect on when it is time to speak and when it is time to listen.
90. Recognize that not all mentor-mentee relationships are made in heaven.
91. Help the mentee interpret the culture of the school.
92. Help the mentee understand the history of the district.
93. Script a lesson for the mentee.
94. Encourage the mentee to vary their instructional strategies.
95. Remind the mentee of the power of teacher expectations.
96. Value your own knowledge and experience.
97. Pursue excellence in your own classroom.
98. Accept change.
99. Accept the mentee.
100. BELIEVE THAT YOU CAN MAKE A DIFFERENCE!

Module 4: The Challenges of Mentoring

Time:	**30 minutes**
Materials Needed:	**1. Three Common Mentor Problems worksheet**
Media Needed:	**1. Slides for Module 4** **2. Volume I Videotape cued to Video Program 4: *The Challenges of Mentoring***
Enrichment Material:	**Questions From Practicing Mentors**

Objectives: Participants will be able to

1. Appreciate the complexity of the mentoring process
2. List the most commonly reported problems of mentor teachers
3. Describe effective mentoring behaviors that can be employed to effectively respond to the most common problems of mentor teachers
4. Reflect on the experiences of veteran mentors and their responses to the challenges of mentoring

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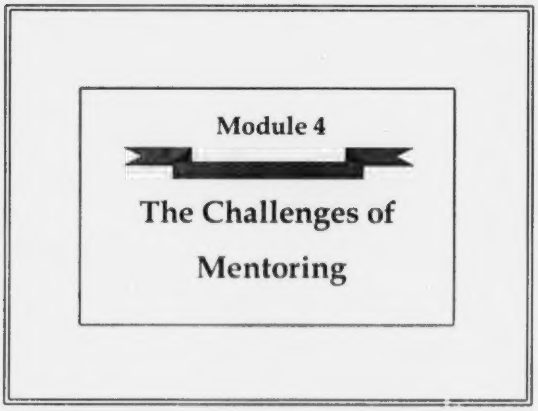
Training Sequence:

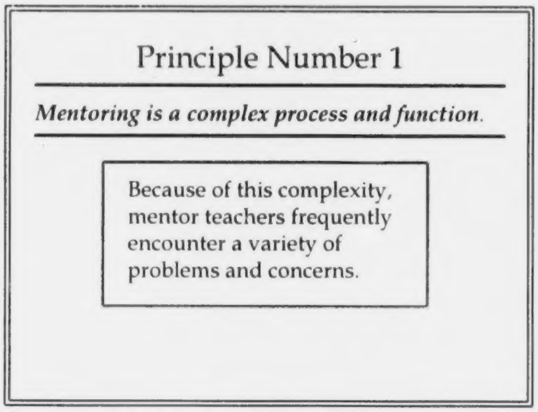
1. Facilitator informs participants that this module will explore the ATE Commission's first principle of the mentoring process, that mentoring is a complex process and function.
2. Facilitator provides participants with time to work in their groups to reflect on what they believe are the most commonly reported problems of mentor teachers.
3. Facilitator uses slides to introduce some common problems of mentor teachers.
4. Participants view videotape of veteran mentors discussing three common problems mentors teachers face, and how they strategically respond to such problems.
5. Facilitator, using slides, introduces participants to alternate means of responding to the three common problems of mentor teachers introduced earlier.



Module 4

The Challenges of Mentoring

In this module, we will focus on some of the common challenges that mentors frequently encounter. Confronting and reflecting on these challenges now can hopefully prevent problems from developing later on or help you better cope with them if they do occur.

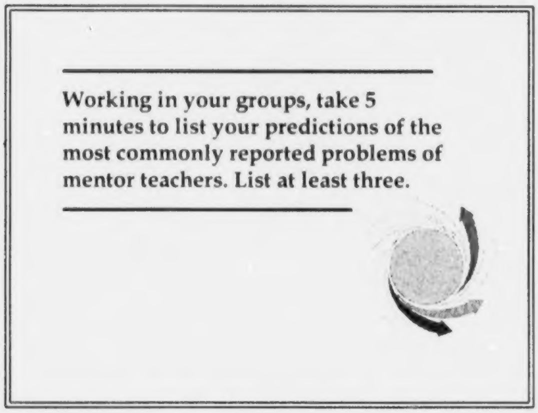


Principle Number 1

Mentoring is a complex process and function.

Because of this complexity, mentor teachers frequently encounter a variety of problems and concerns.

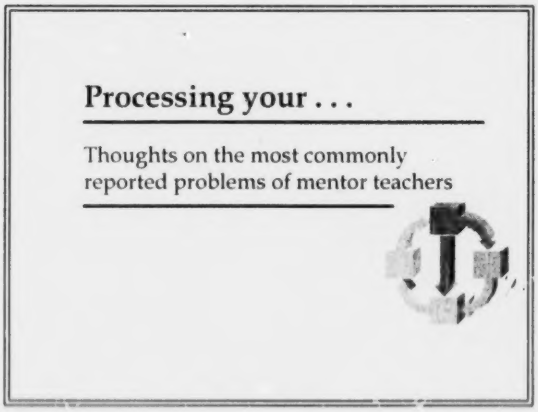
Because mentoring is a complex process, problems are bound to occur. If you feel participants have not fully accepted this principle, you could facilitate a brief whole-group discussion of what factors contribute to the complexity of mentoring. If there are veteran mentors in the group, they should be able to make some significant contributions.



Working in your groups, take 5 minutes to list your predictions of the most commonly reported problems of mentor teachers. List at least three.

Instruct participants to complete the activity as described. Encourage veteran mentors to reflect on past experiences. Encourage those without mentoring experience to predict what problems they might encounter.

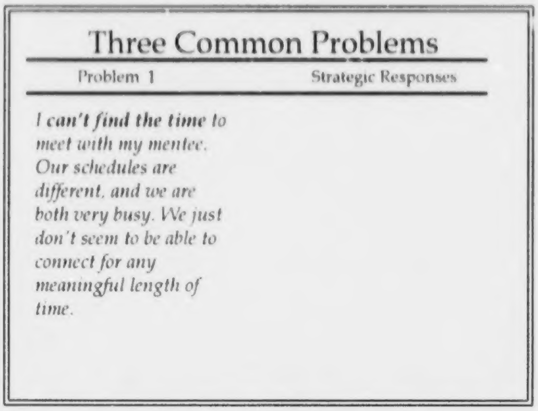
Ask participants to close their notebook while they complete this activity because there is a worksheet in this module that lists three common mentor problems.



Processing your . . .

Thoughts on the most commonly reported problems of mentor teachers

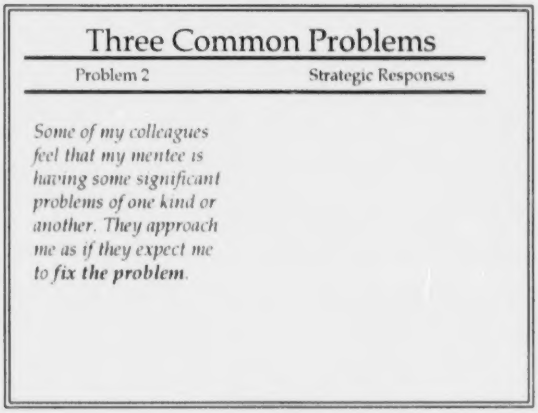
Facilitate a whole-group discussion of the participants' reflections. If you choose, you or a volunteer participant could record the answers on a flip chart, chalkboard, or overhead transparency.



Three Common Problems

Problem 1	Strategic Responses
I ***can't find the time*** *to meet with my mentee. Our schedules are different, and we are both very busy. We just don't seem to be able to connect for any meaningful length of time.*	

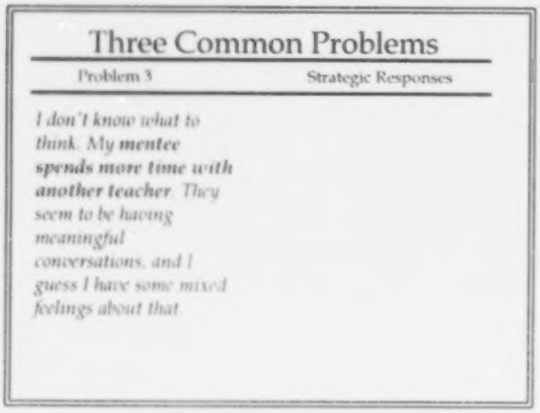
The next three slides identify three of the most common problems reported by mentor teachers. Reveal each one and determine whether it was identified by the participants. Do not enter into a long discussion of the problems because there is an activity designed to focus that dialogue. Regarding this slide, ask participants to remember the focus on *time* because it will come up again in a different context.



Three Common Problems

Problem 2	Strategic Responses
Some of my colleagues feel that my mentee is having some significant problems of one kind or another. They approach me as if they expect me to ***fix the problem****.*	

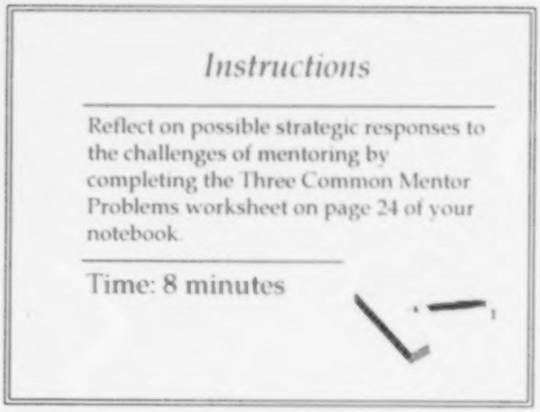
Again, did participants identify this problem? If not, can they imagine this being an issue for someone?



Three Common Problems

Problem 3	Strategic Responses
I don't know what to think. My ***mentee spends more time with another teacher****. They seem to be having meaningful conversations, and I guess I have some mixed feelings about that.*	

What about this problem? Was it identified? Again, if not, does it seem to be problem they could imagine?

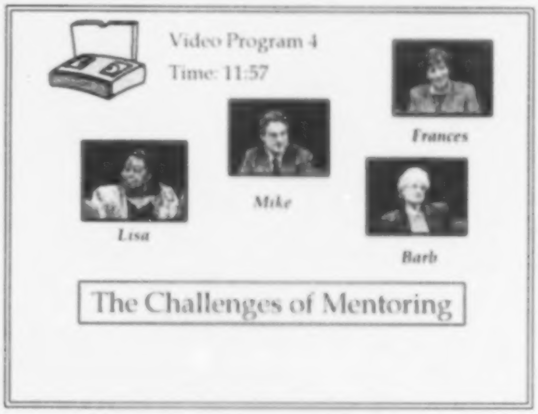


Instructions

Reflect on possible strategic responses to the challenges of mentoring by completing the Three Common Mentor Problems worksheet on page 24 of your notebook.

Time: 8 minutes

Ask participants to work in their groups to brainstorm possible ways to effectively respond to each of the three problems. Invite them to think broadly about their responses.



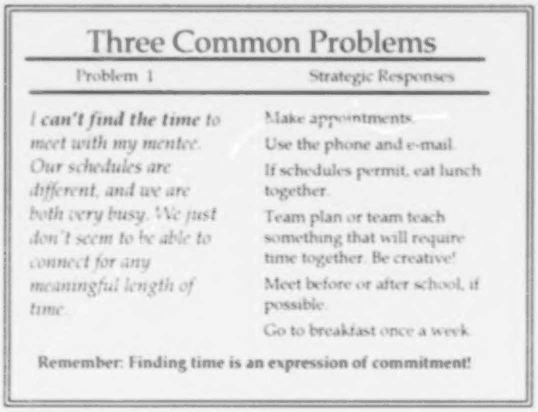
Video Program 4

Time: 11:57

Frances
Mike
Lisa
Barb

The Challenges of Mentoring

Introduce this video as an opportunity to hear the veteran mentors speak about some of the common problems of mentoring and how they respond.



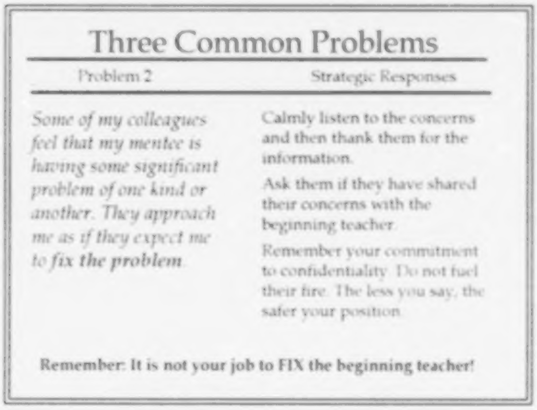
Three Common Problems

Problem 1	Strategic Responses
*I **can't find the time** to meet with my mentee. Our schedules are different, and we are both very busy. We just don't seem to be able to connect for any meaningful length of time.*	Make appointments. Use the phone and e-mail. If schedules permit, eat lunch together. Team plan or team teach something that will require time together. Be creative! Meet before or after school, if possible. Go to breakfast once a week.

Remember: Finding time is an expression of commitment!

The next three slides are not in the *Participant's Notebook*. Use them to provide some possible responses to each of the problems. Reveal each slide, allowing participants to validate their prior thinking or acquire a new insight. Facilitate a brief discussion of each slide guided by the amount of time available to complete the module.

Regarding time, emphasize that we find time to do the things we value! Committed mentors *find* the time.

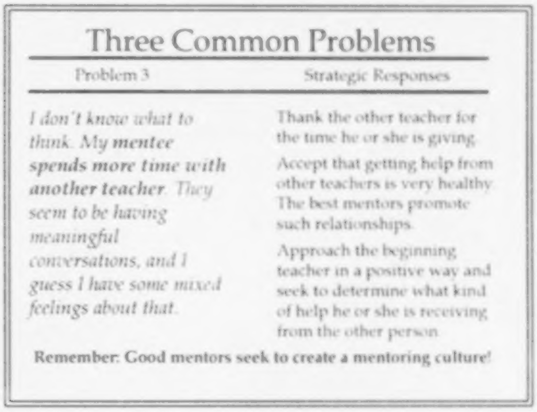


Three Common Problems

Problem 2	Strategic Responses
*Some of my colleagues feel that my mentee is having some significant problem of one kind or another. They approach me as if they expect me **to fix the problem**.*	Calmly listen to the concerns and then thank them for the information. Ask them if they have shared their concerns with the beginning teacher. Remember your commitment to confidentiality. Do not fuel their fire. The less you say, the safer your position.

Remember: It is not your job to FIX the beginning teacher!

This problem relates to the politics of mentoring. Strong mentors are less concerned about the perceptions of their colleagues and more concerned about helping the beginning teacher find success and acceptance in the school community. Weak mentors seek validation from the complaining colleagues by affirming their complaints and adding bad news of their own.



Three Common Problems

Problem 3	Strategic Responses
*I don't know what to think. My **mentee spends more time with another teacher**. They seem to be having meaningful conversations, and I guess I have some mixed feelings about that.*	Thank the other teacher for the time he or she is giving. Accept that getting help from other teachers is very healthy. The best mentors promote such relationships. Approach the beginning teacher in a positive way and seek to determine what kind of help he or she is receiving from the other person.

Remember: Good mentors seek to create a mentoring culture!

High-performance mentors encourage beginning teachers to connect with other staff members. They strategically foster collegial relationships they feel would provide technical assistance or social-emotional support for their beginning teacher.

For insight into other problems and concerns of mentor teachers, refer participants to Questions From Practicing Mentors on page 25 of their notebooks.

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Three Common Mentor Problems

Problem	Strategic Response(s)
I can't find the time to meet with my mentee. Our schedules are different, and we are both very busy. We just don't seem to be able to connect for any meaningful length of time.	
Some of my colleagues feel that my mentee is having some significant problems of one kind or another. They approach me as if they expect me to fix the problem.	
I don't know what to think. My mentee spends more time with another teacher. They seem to be having meaningful conversations, and I guess I have some mixed feelings about that.	

Questions From Practicing Mentors

The following questions were recorded on index cards and collected from mentor teachers at a mentor teacher support session.

How much do you push when you are faced with a reluctant mentee?

How much do you insist on working with your mentee when they feel totally confident in most areas and don't seem to need you?

My mentee wants background on an issue that has a direct impact on her responsibilities. The issue began before she was hired. Answering her would reflect negatively on a colleague, but failing to answer it may put her in a difficult situation with a parent and perhaps with that colleague. What to do?

When do you let go?

As a mentor, I sometimes feel guilty because my mentee is very competent and needs very little help. We have become good friends, and I am always there, but she doesn't need the help I expected.

Should I warn my mentee about a fellow teacher's attitude and predictably rude response before she approaches him with a student concern?

How do you handle an "I know it all" attitude?

My mentee's style of teaching is very "different" (uninteresting) from other teachers'. How do you suggest that he/she needs to change?

How impersonal can a mentor be and still be effective in the mentor/mentee relationship?

The teaching day can be so unpredictable, and there are times when I am struggling through "my own" day and then I am approached by the mentee for help. How does a mentor balance his/her own needs with the needs of the mentee?

I am very pleased with the whole experience. My question now is: What should my relationship with my mentee be when the year is over?

Module 5: Beginning Teachers: Four Perspectives

Time:	**45 minutes**
Materials Needed:	**1. Beginning Teachers as Adult Learners reflection guide**
Media Needed:	**1. Slides for Module 5** **2. Volume I Videotape cued to Video Program 5: *Four First-Year Teachers: Introductions***

Objectives: Participants will be able to

1. Identify four different perspectives for thinking about the lives of beginning teachers
2. Reflect on the key life-cycle issues confronting beginning teachers as developing adults
3. Apply the principles of adult learning to the mentoring process
4. Recognize the different challenges and opportunities associated with mentoring the more mature beginning teacher

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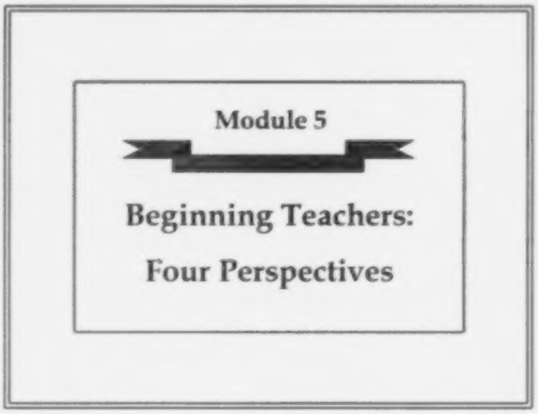
Training Sequence:

1. Facilitator, using slides, anchors Module 5 in the High-Performance Mentoring Matrix.
2. Facilitator, using slides, introduces four different perspectives on the lives of beginning teachers.
3. Facilitator, using slides, introduces the four first-year teachers they will be viewing on videotape in this and upcoming modules.
4. Participants meet the four teachers via videotape and become more familiar with their personal and professional backgrounds.
5. Facilitator, using slides, introduces life-cycle theories of adult development and invites participants to reflect on their own experiences in the *Leaving the Family* and *Getting Into the World* stages of adult development.

6. Facilitator, using slides, revisits the four first-year teachers in light of the life-cycle theory.
7. Facilitator, using slides, introduces adult learning theory and the principles of adult learning.
8. Participants work in their groups to complete the Beginning Teachers as Adult Learners reflection guide.
9. Facilitator leads a whole-group discussion of the principles of adult learning and their implications for mentoring.

Module 5: Beginning Teachers: Four Perspectives

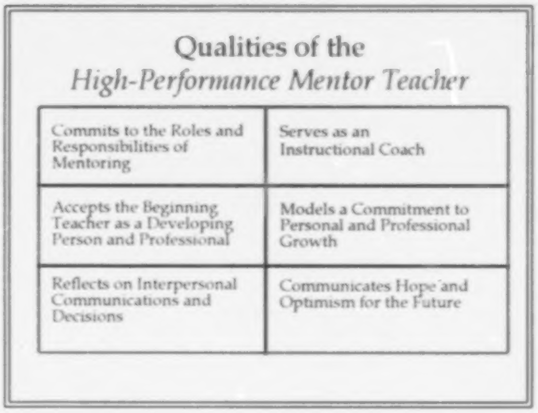


Module 5

Beginning Teachers:

Four Perspectives

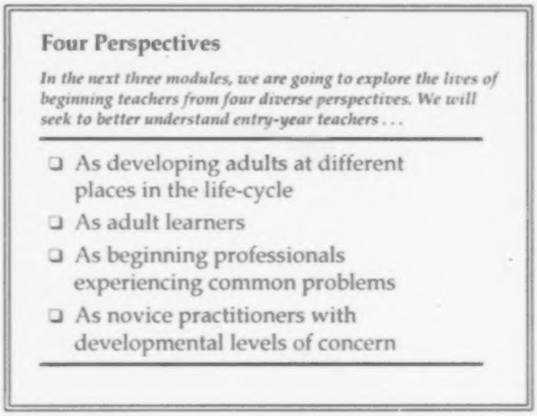
With this module, we begin our study of beginning teachers. In this module, we will be introduced to a conceptual framework that will provide four different ways of thinking about the lives of beginning teachers. Understanding these four perspectives allows high-performance mentors to more thoughtfully and effectively promote the development of their entry-year teachers.



Qualities of the
High-Performance Mentor Teacher

Commits to the Roles and Responsibilities of Mentoring	Serves as an Instructional Coach
Accepts the Beginning Teacher as a Developing Person and Professional	Models a Commitment to Personal and Professional Growth
Reflects on Interpersonal Communications and Decisions	Communicates Hope and Optimism for the Future

Use this slide to help participants understand how the workshop is conceptually grounded in the qualities of the high-performance mentor. Point out that the first four modules focused on commitment in the sense that it is difficult to commit to the role of mentor if one is unsure of the nature of the role. Now we turn attention to acceptance. The key to accepting beginning teachers is to understand them.



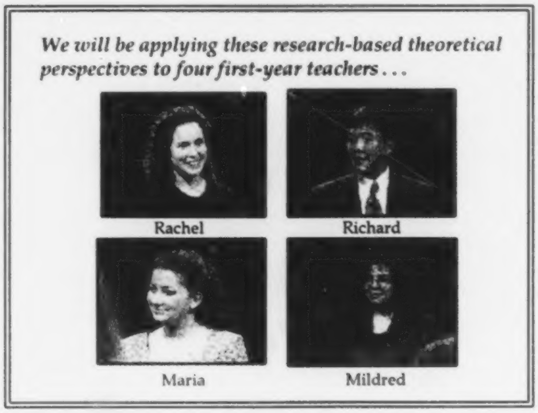
Four Perspectives

In the next three modules, we are going to explore the lives of beginning teachers from four diverse perspectives. We will seek to better understand entry-year teachers . . .

- ☐ As developing adults at different places in the life-cycle
- ☐ As adult learners
- ☐ As beginning professionals experiencing common problems
- ☐ As novice practitioners with developmental levels of concern

Each of these four theoretical perspectives is grounded in a body of research. In this module, you will be introduced to an overview of the research and its implications for high-performance mentoring. If you want to read more extensively about any one of the four perspectives, refer to the References section of your Participant's Notebook.

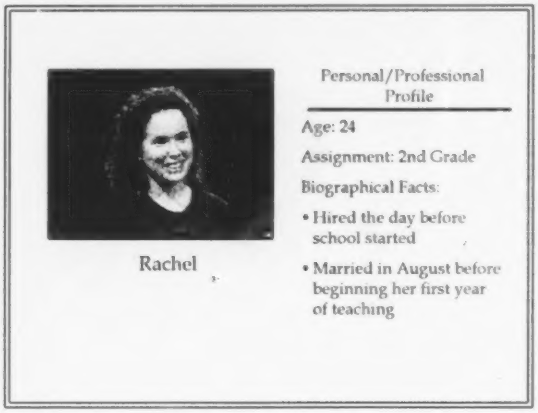
Module 5: Beginning Teachers: Four Perspectives



We will be applying these research-based theoretical perspectives to four first-year teachers . . .

Rachel
Richard
Maria
Mildred

The four first-year teachers were videotaped in May of their first year of teaching. Here is some pertinent background information on each one of them.



Personal/Professional Profile

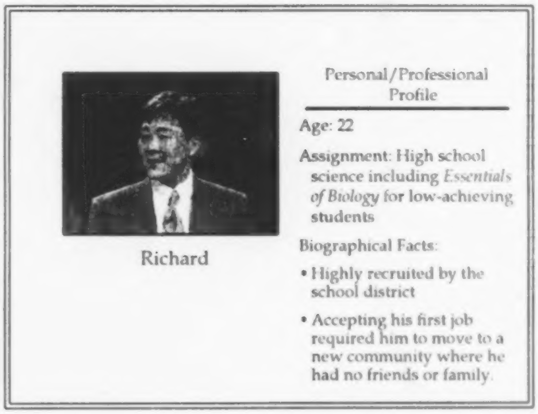
Age: 24

Assignment: 2nd Grade

Biographical Facts:

- Hired the day before school started
- Married in August before beginning her first year of teaching

Use this slide to introduce Rachel. Consider asking participants if any of them were married just prior to (or during) their first year of teaching. Inquire as to whether any of them had the experience of being hired right before school began (or even after the school year had started). Invite participants to share any reflections they might have regarding these two aspects of Rachel's biography.



Personal/Professional Profile

Age: 22

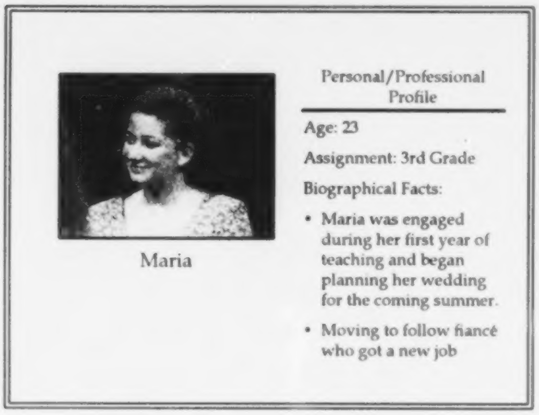
Assignment: High school science including *Essentials of Biology* for low-achieving students

Biographical Facts:

- Highly recruited by the school district
- Accepting his first job required him to move to a new community where he had no friends or family.

Use this slide to introduce Richard. Ask participants if any of them were assigned to teach remedial or low-achievement classes in their first year. Also inquire as to whether this practice occurs in their school or district. In addition, allow participants to share any reflections they may have that relate to Richard's moving away from home and family to take his first teaching job.

Module 5: Beginning Teachers: Four Perspectives



Maria

Personal/Professional Profile

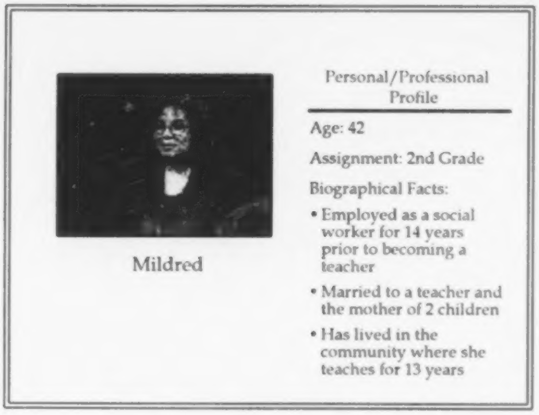
Age: 23

Assignment: 3rd Grade

Biographical Facts:

- Maria was engaged during her first year of teaching and began planning her wedding for the coming summer.
- Moving to follow fiancé who got a new job

Use this slide to introduce Maria. Many beginning teachers have a difficult time balancing their personal and professional responsibilities. Ask participants if they can remember that challenge. What commitments to friends and family were they trying to juggle? Did any of them, like Maria, plan a wedding as well as plan lessons?



Mildred

Personal/Professional Profile

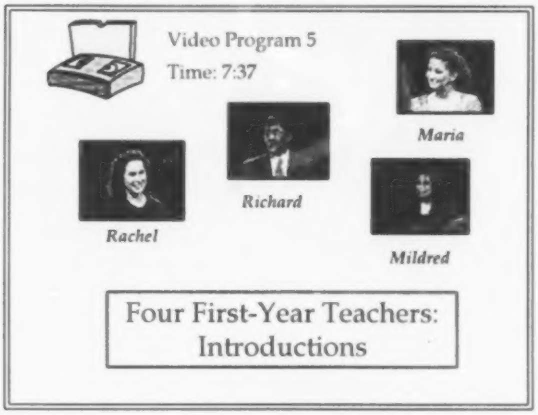
Age: 42

Assignment: 2nd Grade

Biographical Facts:

- Employed as a social worker for 14 years prior to becoming a teacher
- Married to a teacher and the mother of 2 children
- Has lived in the community where she teaches for 13 years

Use this slide to introduce Mildred. Note that Mildred is an older adult who transitioned to teaching after working for many years in another professional field. Ask participants if they came to teaching later in life. If so, what was it like to make that transition? Additionally, if there are experienced mentors in the group, ask if they have had the opportunity to mentor a more mature adult. If so, in what ways did they find that experience challenging or rewarding?



Video Program 5

Time: 7:37

Maria

Richard

Rachel

Mildred

Four First-Year Teachers: Introductions

This videotape introduces participants to the four first-year teachers, providing insight into their respective personalities and first-year experiences. After introducing themselves, they respond to the question, "What are you proud of at this point in the year?"

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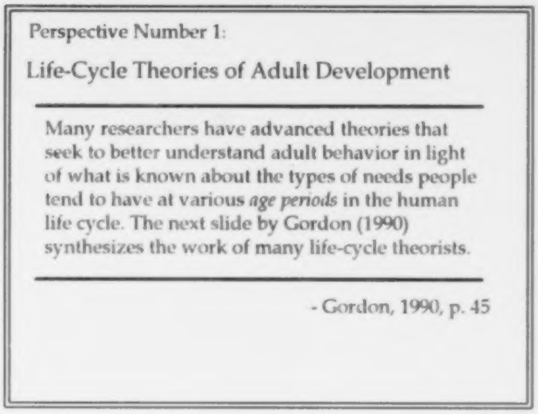
Module 5: Beginning Teachers: Four Perspectives



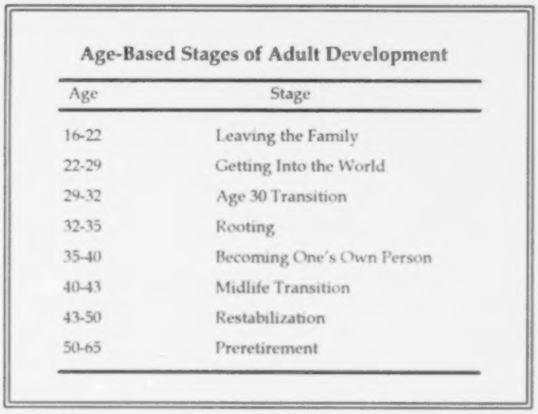
Perspective Number 1:

Life-Cycle Theories of Adult Development

Many researchers have advanced theories that seek to better understand adult behavior in light of what is known about the types of needs people tend to have at various *age periods* in the human life cycle. The next slide by Gordon (1990) synthesizes the work of many life-cycle theorists.

- Gordon, 1990, p. 45

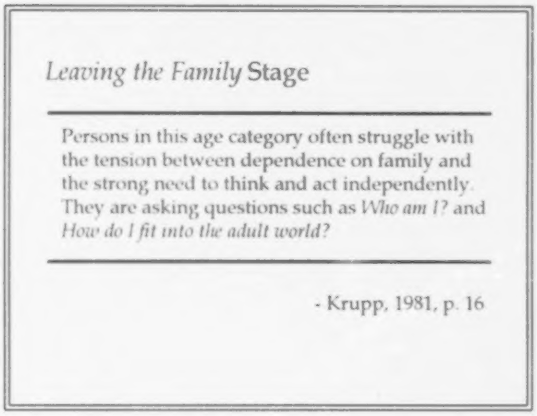
Emphasize that this first perspective on the lives of beginning teachers is *age based*. Researchers have identified stages in adult development that have strong correlations with defined *age periods*.



Age-Based Stages of Adult Development

Age	Stage
16-22	Leaving the Family
22-29	Getting Into the World
29-32	Age 30 Transition
32-35	Rooting
35-40	Becoming One's Own Person
40-43	Midlife Transition
43-50	Restabilization
50-65	Preretirement

Use this slide to provoke participants to reflect on their current and past stages in the life cycle. Leave the slide on the screen while you allow the participants to take a few minutes to informally share with one another. Invite volunteers to share any personal memories they have of what it was like to be in the various stages of the life cycle.



Leaving the Family Stage

Persons in this age category often struggle with the tension between dependence on family and the strong need to think and act independently. They are asking questions such as *Who am I?* and *How do I fit into the adult world?*

- Krupp, 1981, p. 16

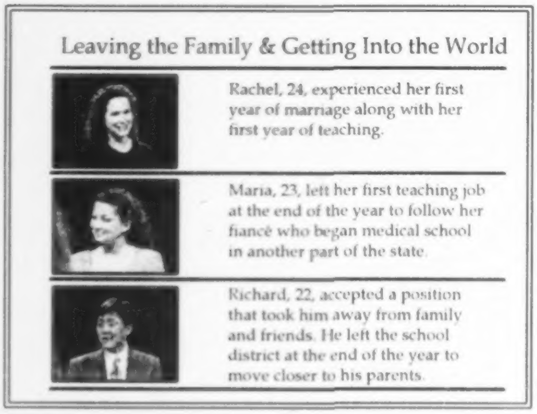
Judith Arin Krupp (1982) wrote about the implications of life-cycle theory and the professional development of classroom teachers. Facilitate a brief whole-group discussion based on participants' personal reflections on this early stage of adult development. If you have a personal anecdote to share about your own experience in the *Leaving the Family* stage, this an excellent time to do so.

Getting Into the World stage

Persons in this period want to demonstrate their competence and independence as quickly as possible. Teaching is perceived as a career to ***help the kids*** and ***transmit information***, and thus the teacher's competence is directly related to the children learning accurately and quickly. If this does not come about, the *twenties* teacher may well perceive himself or herself to have failed.

- Krupp, 1981, p. 30

Allow participants to react to this observation by Krupp. Do they remember what their primary orientation to teaching was when they were in their early twenties? What were their basic fears or concerns at that stage of development?



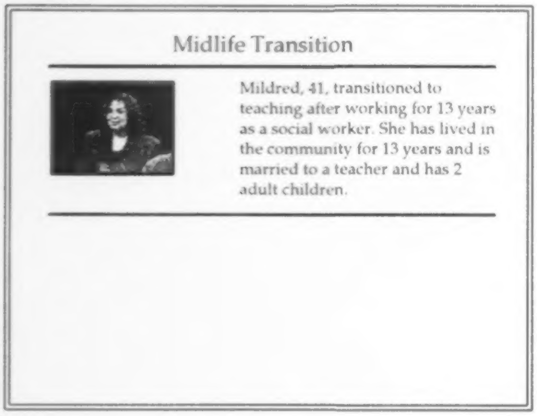
Leaving the Family & Getting Into the World

Rachel, 24, experienced her first year of marriage along with her first year of teaching.

Maria, 23, left her first teaching job at the end of the year to follow her fiancé who began medical school in another part of the state.

Richard, 22, accepted a position that took him away from family and friends. He left the school district at the end of the year to move closer to his parents.

Use this slide to help participants relate to the three younger beginning teachers in terms of how their professional development was influenced by a variety of personal issues frequently associated with the *Leaving the Family* and *Getting Into the World* stages. This is a good time to point out that the various stages tend to overlap. Consequently, a person's age provides a clue to the stage they are likely in or transitioning to.



Midlife Transition

Mildred, 41, transitioned to teaching after working for 13 years as a social worker. She has lived in the community for 13 years and is married to a teacher and has 2 adult children.

Mildred stands apart from the other three teachers because she is clearly at a different stage in the life cycle. In addition to having worked as professional social worker, she has been married for some time and has raised children of her own. In what ways, if any, were Mildred's opening remarks different from the three younger persons'? This may be a difficult question to answer, given the participants' limited exposure. If there is no response, encourage them to look for such differences in the next video.

Perspective Number 2:

Adult Learning Theory

A second perspective mentors can take on beginning teachers is to view them as *adult learners*. One of the leading researchers and writers in the field of adult learning is Malcolm Knowles. Knowles (1978) identified five basic principles of adult learning. Each principle has important implications for mentoring the beginning teacher.

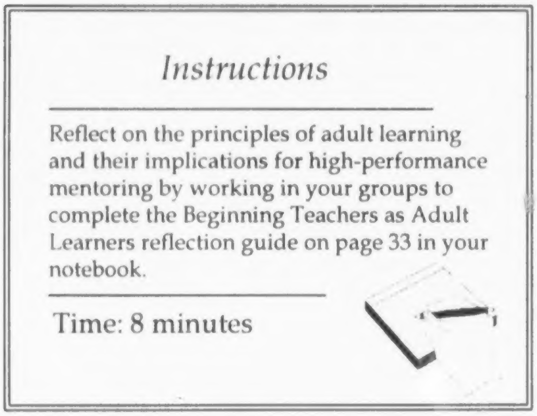
Adult learning theory is different from life-cycle theory in that it focuses on how adults prefer to learn. Before revealing the next slide, which introduces five principles of adult learning, invite participants to quickly identify their personal learning preferences. Adult learning theory is important to high-performance mentors because they view beginning teachers (and themselves) as learners as well as teachers. Understanding adult learning can help mentors better meet the needs of their beginning teachers.

Five Principles of Adult Learning

1. Adults are motivated to learn as they experience needs and interests.
2. Adults' orientation to learning is life-centered.
3. Experience is the richest resource for adult learning.
4. Adults have a deep need to be self-directing.
5. Individual differences between people increase with age.

- Knowles, 1978

Introduce the five principles of adult learning and facilitate a brief discussion that connects the principles to the prior reflections of the participants on their preferred ways of learning. Consider asking participants if they are surprised by any of the principles. Consider asking them if they are particularly drawn to one or more of the principles. Avoid a discussion of the implications for mentoring at this time since that is the focus of an upcoming activity.



Instructions

Reflect on the principles of adult learning and their implications for high-performance mentoring by working in your groups to complete the Beginning Teachers as Adult Learners reflection guide on page 33 in your notebook.

Time: 8 minutes

Encourage participants to work together in their groups to identify at least one implication for each of the five principles. If someone asks what you mean by *implications*, explain that you are looking for specific ways that each principle might influence the practice of a mentor teacher. For example, the fact that adults have a deep need to be self-directing might lead a mentor teacher to be cautious about being too directive, especially early in the relationship.

Processing your . . .

Reflections on the principles of adult learning and their implications for mentoring

Facilitate a whole-group discussion based on the results of the small-group discussions of the implication for mentoring. Encourage participants to add new or compelling ideas to their Beginning Teachers as Adult Learners reflection guide.

Beginning Teachers as Adult Learners

Principles of Adult Learning	Implications for Mentoring
1. *Adults are motivated to learn as they experience needs and interests.*	
2. *Adults' orientation to learning is life-centered.*	
3. *Experience is the richest resource for adult learning.*	
4. *Adults have a deep need to be self-directing.*	
5. *Individual differences between people increase with age.*	

Module 6: Common Problems of Beginning Teachers

Time: **45 minutes**

Materials Needed: **1. The Most Common Problems of Beginning Teachers worksheet**

Media Needed: **1. Slides for Module 6**

Objectives: **Participants will be able to**

1. Develop personal and group hypotheses on the most commonly reported problems of beginning teachers
2. Compare the above hypotheses to the research of Simon Veenman (1986) on the most commonly reported problems of beginning teachers
3. Compare the problems reported by beginning teachers with the problems experienced by veteran teachers
4. Reflect on their own first year of teaching and the kinds of problems they experienced

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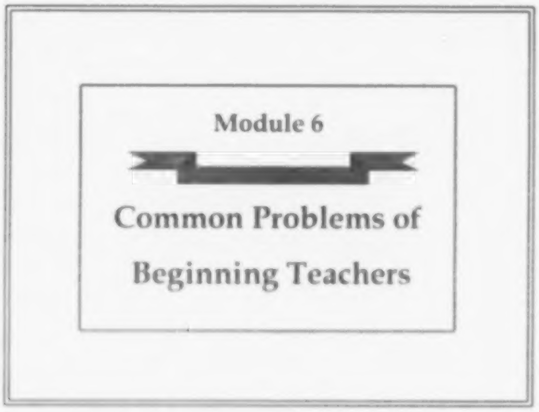
Training Sequence:

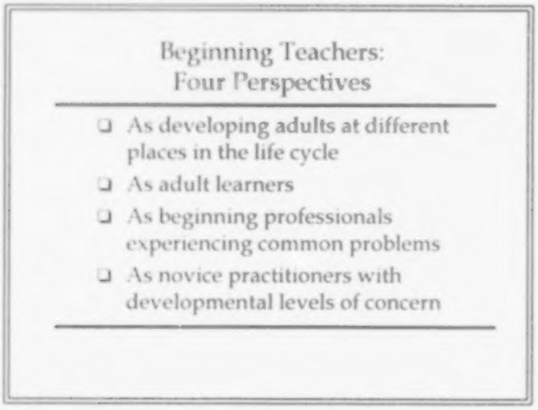
1. Facilitator begins Module 6 by reorienting participants to the four different ways of thinking about the lives of first-year teachers and by pointing out that this module will explore the common problems perspective.
2. Participants, using the Most Common Problems of Beginning Teachers worksheet, work in their groups to predict the eight most common problems of beginning teachers and to prioritize what they believe are the top three problems.
3. Facilitator serves as a "host" for three rounds of The Family Feud.
4. Facilitator, using slides, reveals the findings from Veenman's (1986) research on the most commonly reported problems of beginning teachers.
5. Participants record the nine most common problems in the right-hand column of their worksheet and reflect on the implications of this activity for their work as mentors. Facilitator monitors a closing whole-group discussion.



Module 6

Common Problems of Beginning Teachers

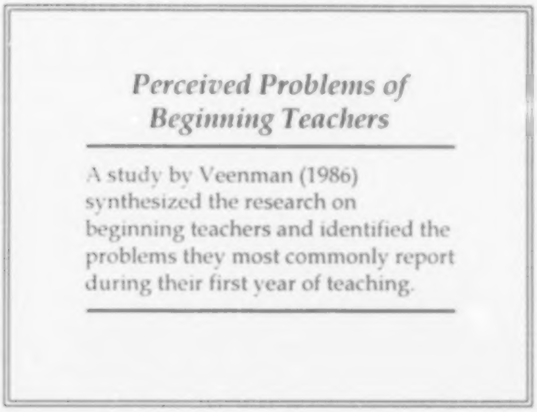
Module 6 continues our focus on beginning teachers by taking a third perspective that is based on the research on commonly reported problems of beginning teachers.



Beginning Teachers:
Four Perspectives

- ☐ As developing adults at different places in the life cycle
- ☐ As adult learners
- ☐ As beginning professionals experiencing common problems
- ☐ As novice practitioners with developmental levels of concern

Use this slide to remind participants of the four perspectives.



Perceived Problems of Beginning Teachers

A study by Veenman (1986) synthesized the research on beginning teachers and identified the problems they most commonly report during their first year of teaching.

In 1986, Simon Veenman conducted an extensive review of research that focused on the most commonly reported problems of beginning teachers. Veenman's synthesis of the research produced a list of the problems most frequently reported by entry-year teachers.

Let's Play

The Family Feud

How many of you remember the game show, The Family Feud*? Good, we are going to find out who the real "Feud" fans are in just a minute. I am going to be your host for the game, and each group is going to be a family team. Please quickly identify a team captain who will be responsible for reporting your answers to the survey questions.*

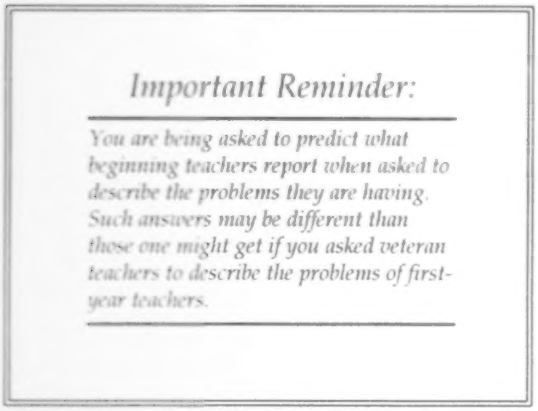
SURVEY QUESTION:

What are the most commonly reported problems of beginning teachers *as reported by beginning teachers?*

Remember that each Family Feud *game was based on the participants' ability to work together as a team to predict answers to survey-type questions. In our case, the question is on the screen!*

Working in your groups, take 10 minutes to list the eight most commonly reported problems of beginning teachers in the left-hand column of the worksheet on page 38 of your notebook. After you have your list of eight, prioritize the top three problems.

Help build suspense by telling participants to huddle up and talk quietly so that nearby teams will not steal their answers. Emphasize that each team needs to reach consensus on the list of eight and on the prioritization of the top three problems.

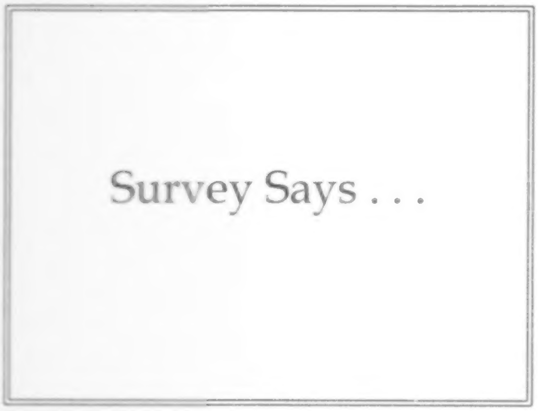


Important Reminder:

You are being asked to predict what beginning teachers report when asked to describe the problems they are having. Such answers may be different than those one might get if you asked veteran teachers to describe the problems of first-year teachers.

Use this slide to encourage the teams to try to think like a first-year teacher! Remind them that the survey answers came from first-year teachers, not from observers of first-year teachers.

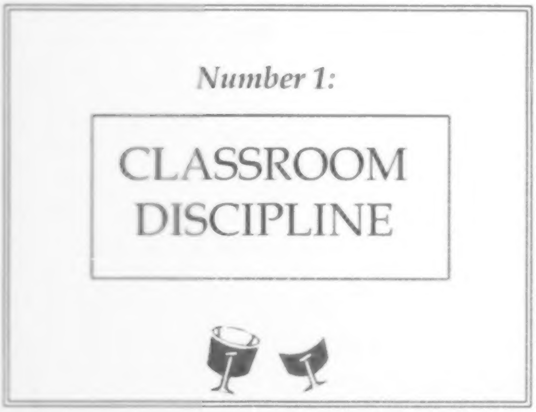
Watch the clock. Give participants a "2-minute warning," reminding them that if they have not started to prioritize, they should do so soon.



Survey Says . . .

We will play three rounds with one point awarded for each correct answer. If there is a tie, a tie-breaking round will be played. Teams may give the same answer. If four teams are correct, each team gets one point.

With this slide on the screen, ask each team captain to report their Number 1 answer. After the first team captain answers, teammates should clap and say "Good answer" (as was the tradition on the show).



Number 1:

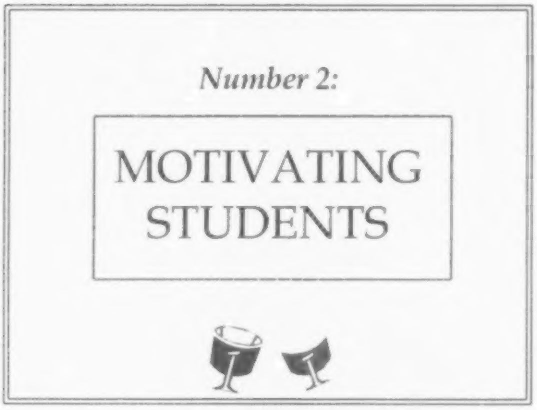
CLASSROOM DISCIPLINE

As the captains provide their answers, require them to give specific answers. For example, in Round 1 someone may say "classroom management." Ask them for clarification before proceeding to the next group.

Typically, participants do quite well in Round 1. You probably will have a tie at this point in time.

Survey Says . . .

Provide participants a minute or 2 to prepare for Round 2. Inform them that they are not bound by the priorities they set. They can adjust strategically by changing their responses for the next round. IMPORTANT: If none of the *wrong answers* for Round 1 are correct for Round 2, give them that hint and remind them what a kind host you are! Typically, they are not going to do well in Rounds 2 and 3.



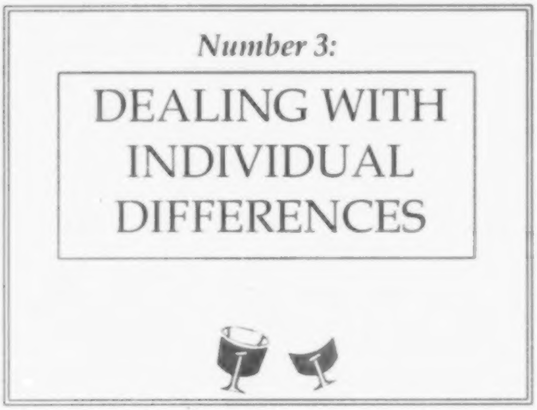
Number 2:

MOTIVATING STUDENTS

You should get some sighs of disappointment as this slide is revealed. Most veteran teachers fail to recognize this as a beginning-teacher problem. Later you may want to point out how many beginning teachers have great dreams of teaching highly engaged learners who are motivated by their creative teaching and learning activities. Most, however, quickly discover how challenging this dream is and are personally disappointed.

Survey Says . . .

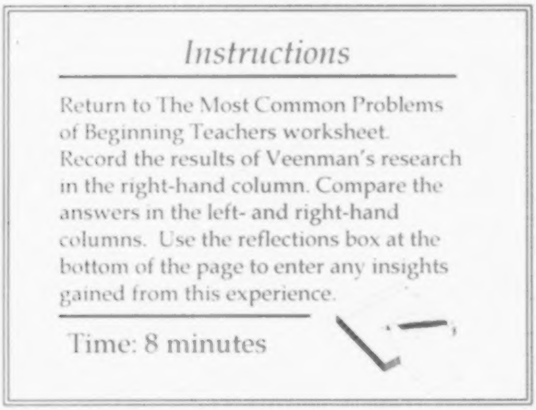
By now you may have many incorrect answers on the floor. Again, if none of those answers is "dealing with individual differences" (the answer to Round 3), give the hint again and encourage them to dig deeper! If there is still a tie at this point in time, build the suspense. Teams that are only one point behind could tie if they are correct and the leading teams are incorrect!



Number 3:

DEALING WITH INDIVIDUAL DIFFERENCES

Once again, you will probably hear sighs of disappointment, as veteran teachers rarely identify this common problem. In processing the game, point out how all three of the answers were highly student focused. Answers 2 and 3 speak to the idealism of first-year teachers and their initial dedication to making a difference in the lives of all their students.

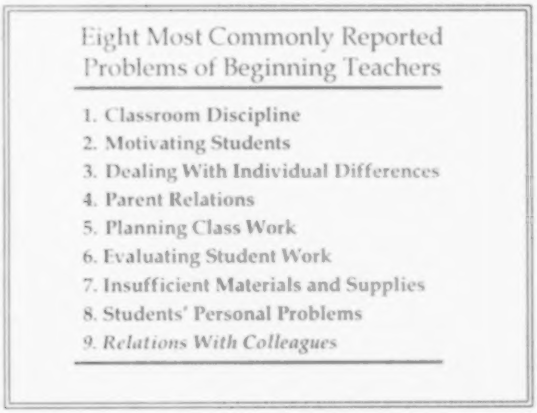


Instructions

Return to The Most Common Problems of Beginning Teachers worksheet. Record the results of Veenman's research in the right-hand column. Compare the answers in the left- and right-hand columns. Use the reflections box at the bottom of the page to enter any insights gained from this experience.

Time: 8 minutes

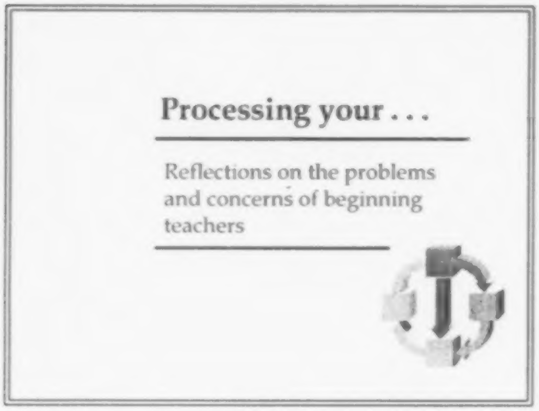
Ask participants to return to their Common Problems worksheet so they can record the problems from Veenman's research in the right-hand column. Encourage them to reflect on the game experience and make any reflective entries on the bottom of the worksheet. Reveal the next slide and leave it on while the participants copy it.



Eight Most Commonly Reported Problems of Beginning Teachers

1. Classroom Discipline
2. Motivating Students
3. Dealing With Individual Differences
4. Parent Relations
5. Planning Class Work
6. Evaluating Student Work
7. Insufficient Materials and Supplies
8. Students' Personal Problems
9. *Relations With Colleagues*

This slide is not in the *Participant's Notebook.* Use it to validate the thinking of the participants. They likely did quite well in identifying most of the problems on the list. Note that a bonus answer is provided here. The ninth most commonly reported problem is "relations with colleagues."



Processing your . . .

Reflections on the problems and concerns of beginning teachers

If time permits, facilitate a whole-group discussion in which you encourage participants to share their reflections and insights.

The Most Common Problems of Beginning Teachers

My/Our Predictions	Veenman's Research
1.	
2.	
3.	
4.	
5.	
6.	
7.	
8.	

Final Reflections

Module 7: Developmental Stages of Concern

Time: 30 minutes

Materials Needed: 1. Concerns-Based Mentoring worksheet

Media Needed: 1. Slides for Module 7

Objectives: **Participants will be able to**

1. Describe the three stages of teacher concerns theory as described by Fuller (1969)
2. Understand and appreciate the types of questions a teacher is likely to focus on at each level of concern
3. Reflect on their own professional development in light of Fuller's stages of concern theory
4. Develop a list of strategic responses a mentor teacher might employ with mentees at different stages of concern

---

Training Sequence:

1. Facilitator opens Module 7 by asking participants to take a minute of quiet reflection to identify at least one major concern they currently have as a classroom teacher.
2. Facilitator, with slide support, introduces participants to the research of Fuller and the related stages of teacher concern theory.
3. Participants work in small groups to identify appropriate mentoring responses to beginning teachers at different stages of concern.
4. Facilitator guides whole-group discussion of the strategies developed in the small-group work sessions.

Module 7: Developmental Stages of Concern

Module 7

Developmental Stages of Concern

In Module 7, we continue our study of beginning teachers in the hope that new insights into their lives will enhance our ability to accept them as developing persons and professionals.

Beginning Teachers: Four Perspectives

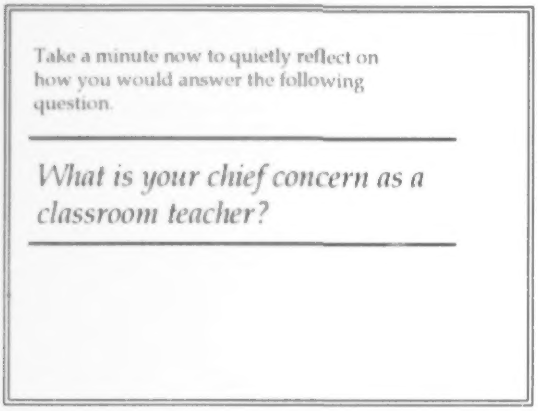
- ❑ As developing adults at different places in the life cycle
- ❑ As adult learners
- ❑ As beginning professionals experiencing common problems
- ❑ As novice practitioners with developmental levels of concern

We will continue our study by exploring the fourth perspective on beginning teachers, the developmental level of concerns perspective.

Developmental Levels of Teacher Concern

A study by Fuller (1969) asked teachers to describe their chief ***concerns about teaching.*** The study resulted in the identification of three developmental levels of teacher concern.

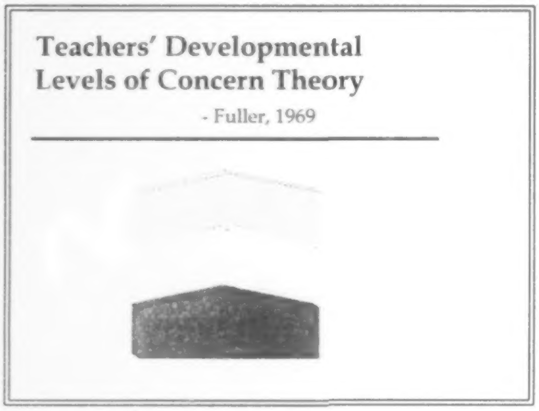
Teacher concerns theory is one of several theories of adult development that represent a category of theories known as stage theory. One element that distinguishes stage theory from the life-cycle theory we discussed in Module 5 is that the developmental stages are not age dependent. As you will see in this module, teachers of all ages can find themselves in different stages of concern.



Take a minute now to quietly reflect on how you would answer the following question.

What is your chief concern as a classroom teacher?

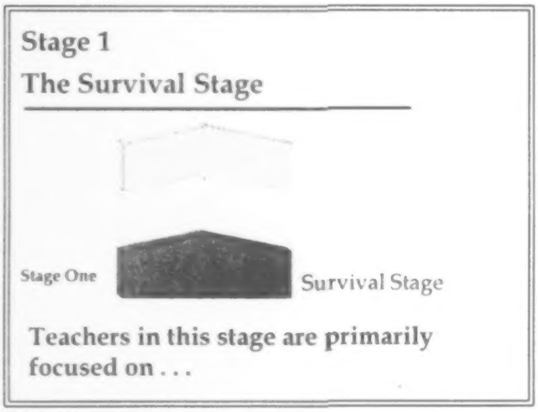
As a way of making the theory more personal, ask participants to reflect on their chief teaching concern. Do not encourage participants to share their concern with their groups, and do not call on volunteers to share their concerns. Individuals will process the new information they are about to gain and reflect on their personal experience privately. If someone volunteers to share their life experience with the group, allow them to do so.



Teachers' Developmental Levels of Concern Theory

- Fuller, 1969

There are three developmental stages of teacher concern as identified by Fuller (1969). As we look at each of the three stages, reflect on your personal development as a teacher. Remember, being in a developmental stage means that the dominant concern of that stage is your overriding concern for a significant period of time. Teachers do not go through the three stages in a day, a week, or a month. More time is required.



Stage 1
The Survival Stage

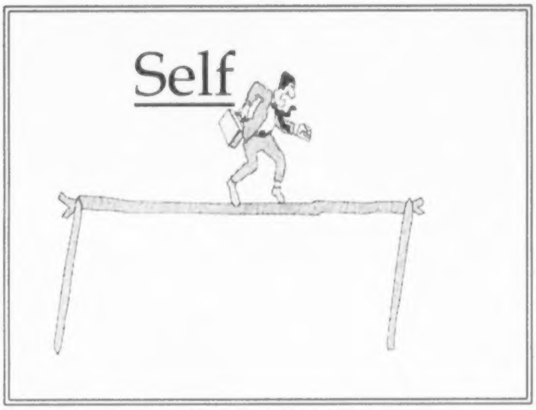
Stage One

Survival Stage

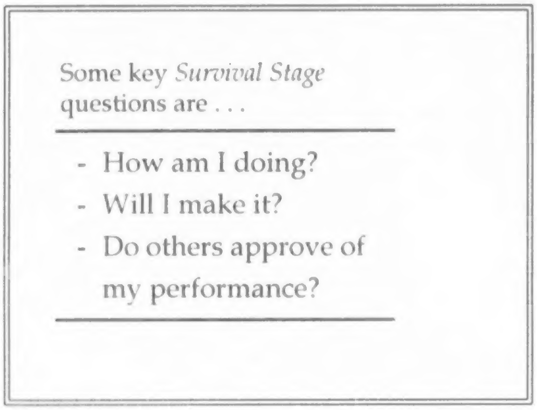
Teachers in this stage are primarily focused on . . .

Stage 1 is known as the Survival Stage. Perhaps you have heard people refer to the first year of teaching as the "survival year." Maybe you have seen it described as a "sink-or-swim affair." Others describe the first year as being "thrown to the wolves." All of these statements reflect the key element of the survival stage.

Module 7: Developmental Stages of Concern



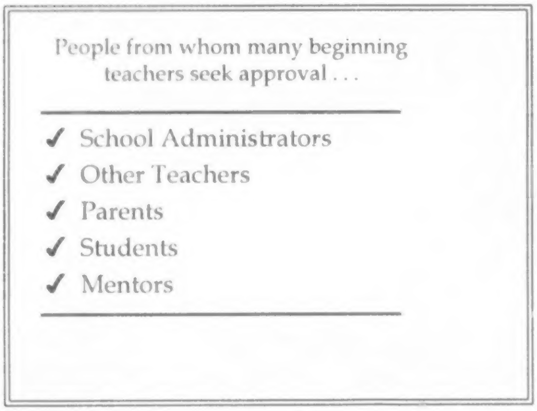
The key concern in this stage is with "self." Will I "survive" this year? Will I "drown"? "Will the wolves kill me?"



Some key *Survival Stage* questions are . . .

- How am I doing?
- Will I make it?
- Do others approve of my performance?

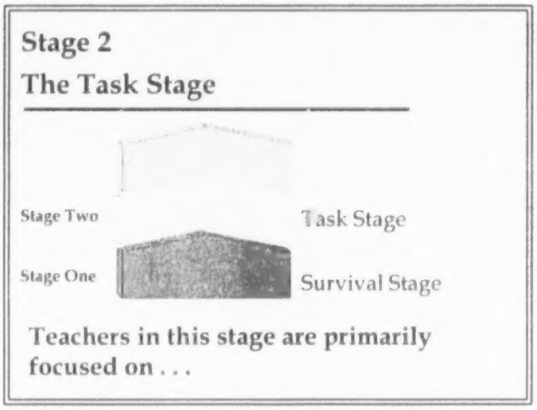
Persons in this stage tend to be preoccupied with finding answers to these kinds of questions. As you probably have already recognized, it is just as possible for a 45-year-old veteran teacher to be in survival stage as it is for a 22-year-old entry-year teacher. The questions might be slightly different, but the focus on self remains the same. First-year teachers have strong needs for approval and acceptance!



People from whom many beginning teachers seek approval . . .

- ✓ School Administrators
- ✓ Other Teachers
- ✓ Parents
- ✓ Students
- ✓ Mentors

Consider asking participants to share any memories they have of survival concerns they experienced in their first year of teaching. You will likely hear some powerful testimony that will help participants remember this stage in the theory.

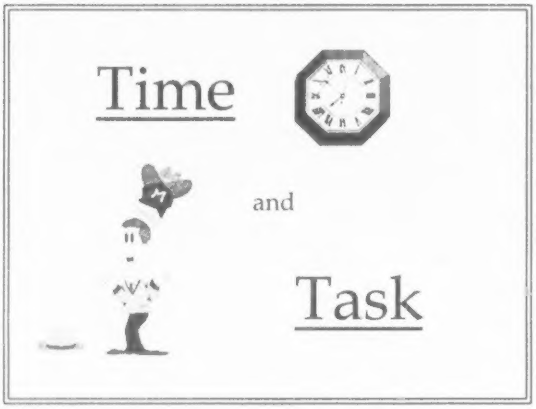


Stage 2
The Task Stage

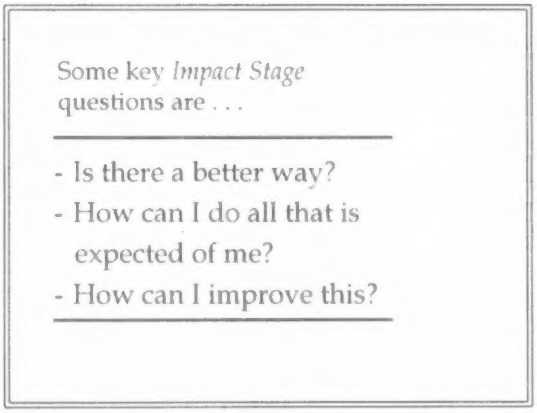
Stage Two
Task Stage
Stage One
Survival Stage

Teachers in this stage are primarily focused on . . .

Stage 2 is known as the Task Stage. In this stage, individuals shift away from concerns about self toward issues of time and task. Beginning teachers begin to focus on trying to get things done and making things better. As they do, they confront time constraints and frequently feel overwhelmed. Preoccupation with school-related work leads many beginning teachers to feel as if they have no "personal life."



Understandably, beginning teachers are frequently overwhelmed by the "task" of preparing daily plans and the "time" it takes. Working out of "empty file drawers" makes the task especially challenging. In addition, they are frequently shocked by the never-ending flow of paperwork that most school bureaucracies demand. Throw in a coaching position or a couple of extracurricular assignments, and many first-year teachers are on overload.

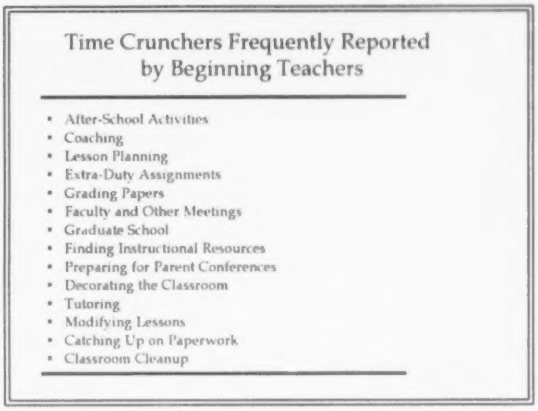


Some key *Impact Stage* questions are . . .

- Is there a better way?
- How can I do all that is expected of me?
- How can I improve this?

Persons in this stage tend to be preoccupied with finding answers to these kinds of questions. Once again, veteran teachers can also find themselves in this stage. Note that the focus is on the time it takes to get "things" done. When can I find time to find the right piece of literature? When can I make a better test? When can I grade the test? When can I change the room arrangement? When can I develop a new thematic unit?

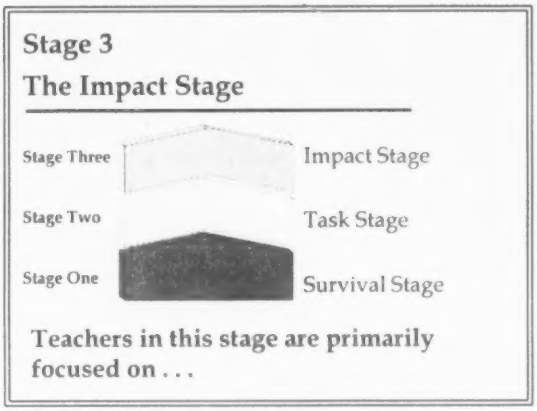
Module 7: Developmental Stages of Concern



Time Crunchers Frequently Reported by Beginning Teachers

- After-School Activities
- Coaching
- Lesson Planning
- Extra-Duty Assignments
- Grading Papers
- Faculty and Other Meetings
- Graduate School
- Finding Instructional Resources
- Preparing for Parent Conferences
- Decorating the Classroom
- Tutoring
- Modifying Lessons
- Catching Up on Paperwork
- Classroom Cleanup

Perhaps you recognize many of the items on this list that was generated by a group of first-year teachers attending an entry-year support session. Although veteran teachers sometimes have the same responsibilities, they hopefully have two other things as well. First, many veterans have developed effective coping skills to handle work-related pressures. Second, through experience, they have learned how to prioritize and manage critical tasks first.



Stage 3

The Impact Stage

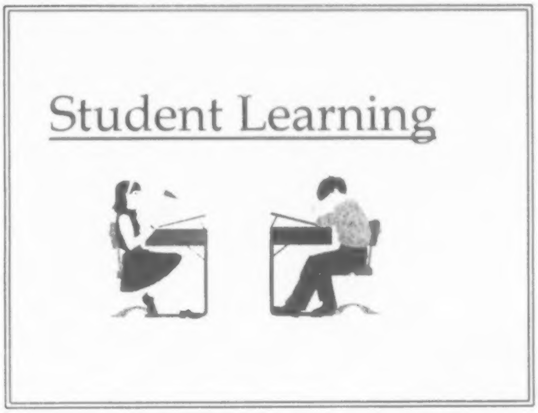
Stage Three Impact Stage

Stage Two Task Stage

Stage One Survival Stage

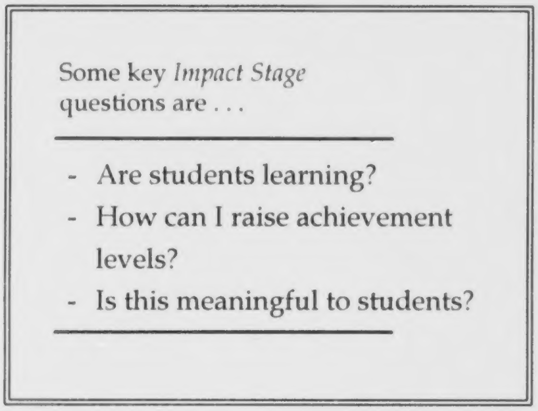
Teachers in this stage are primarily focused on . . .

Stage 3 is known as the Impact Stage. Teachers at this stage are primarily concerned with student learning. They are child-centered individuals who measure their own success by their ability to engage students in meaningful learning experiences that lead to increased student achievement. They are dedicated to helping children find success in school and in life.



Student Learning

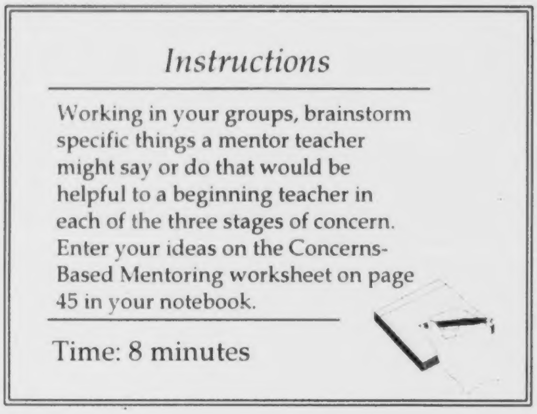
Teachers at this stage are the kind of teachers we hope would teach our own children. Thoughtful and committed mentors seek to help their beginning teachers in the journey to impact teaching. They recognize that the prior two stages must be navigated along the way and that individuals move from stage to stage only when they are ready for the transition. Nonetheless, high-performance mentors believe they can help along the way – and they can!



Some key *Impact Stage* questions are . . .

- Are students learning?
- How can I raise achievement levels?
- Is this meaningful to students?

Notice that the focus of the questions at this stage has moved away from "things" and toward "students." Arriving at this stage, however, is no guarantee that you will remain there for the balance of a teaching career. A host of personal and environmental factors can conspire to move a veteran teacher out of the impact stage and back to the survival stage.



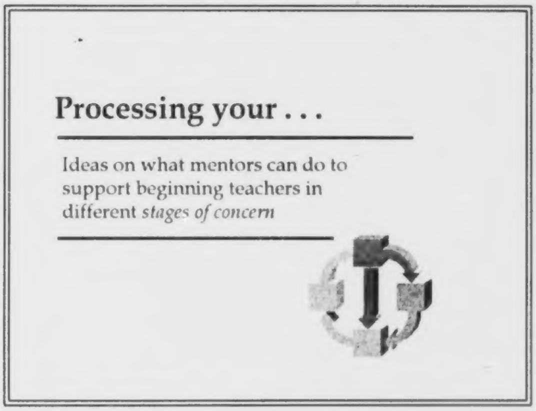
Instructions

Working in your groups, brainstorm specific things a mentor teacher might say or do that would be helpful to a beginning teacher in each of the three stages of concern. Enter your ideas on the Concerns-Based Mentoring worksheet on page 45 in your notebook.

Time: 8 minutes

Encourage the groups to list at least three mentoring ideas for each developmental stage of concern. Remind them that the goal is to identify strategies that are "stage appropriate."

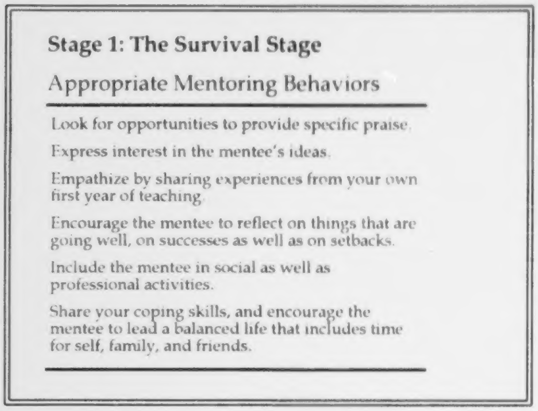
For an alternate approach, divide participants into three subgroups and assign each group a different stage of concern. Each group then becomes responsible for reporting their ideas to the other two groups who can enter ideas they like on the worksheet.



Processing your . . .

Ideas on what mentors can do to support beginning teachers in different *stages of concern*

Facilitate a whole-group discussion based on the participants' thinking about concern-based mentoring.



Stage 1: The Survival Stage

Appropriate Mentoring Behaviors

Look for opportunities to provide specific praise.

Express interest in the mentee's ideas.

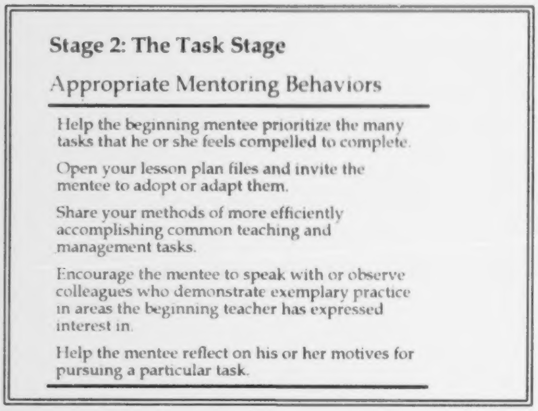
Empathize by sharing experiences from your own first year of teaching.

Encourage the mentee to reflect on things that are going well, on successes as well as on setbacks.

Include the mentee in social as well as professional activities.

Share your coping skills, and encourage the mentee to lead a balanced life that includes time for self, family, and friends.

Use this slide to affirm or stretch participants' thinking about mentoring the *survival stage* teacher. Point out that the list on the slide is not comprehensive but rather a sampling of the types of mentoring behaviors that could be helpful. Take this opportunity to praise participants for strategies that go beyond those on the list.



Stage 2: The Task Stage

Appropriate Mentoring Behaviors

Help the beginning mentee prioritize the many tasks that he or she feels compelled to complete.

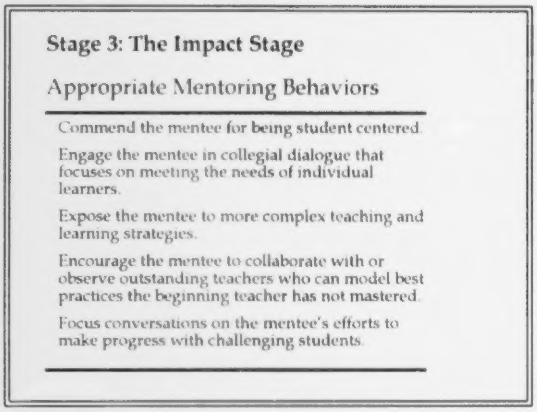
Open your lesson plan files and invite the mentee to adopt or adapt them.

Share your methods of more efficiently accomplishing common teaching and management tasks.

Encourage the mentee to speak with or observe colleagues who demonstrate exemplary practice in areas the beginning teacher has expressed interest in.

Help the mentee reflect on his or her motives for pursuing a particular task.

In similar fashion, use this slide to affirm or stretch participants' thinking about mentoring the *task stage* teacher.



Stage 3: The Impact Stage

Appropriate Mentoring Behaviors

Commend the mentee for being student centered.

Engage the mentee in collegial dialogue that focuses on meeting the needs of individual learners.

Expose the mentee to more complex teaching and learning strategies.

Encourage the mentee to collaborate with or observe outstanding teachers who can model best practices the beginning teacher has not mastered.

Focus conversations on the mentee's efforts to make progress with challenging students.

Finally, use this slide to affirm or stretch participants' thinking about mentoring the *impact stage* teacher.

Concerns-Based Mentoring	
Stage of Concern	Mentoring Strategies
Survival	
Task	
Impact	

Module 8: Beginning Teachers: Theory to Practice

Time: **45 minutes**

Materials Needed:
1. **Beginning Teacher Observation Guide**

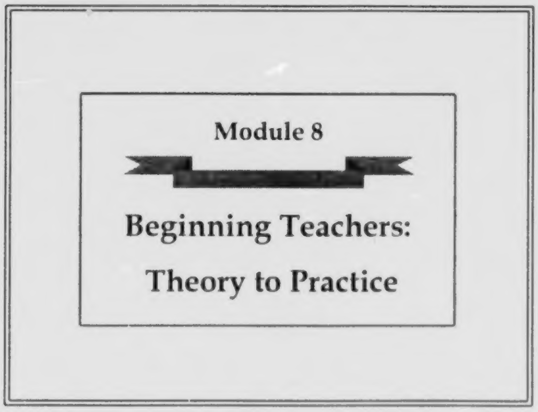
Media Needed:
1. **Slides for Module 8**
2. **Volume I Videotape cued to Video Program 6: *Problems & Concerns of Beginning Teachers: Theory to Practice***

Objectives: Participants will be able to

1. Apply their new knowledge of the problems and concerns of beginning teachers to a videotape featuring four beginning teachers discussing their first-year teaching experiences
2. Identify beginning teacher statements that overtly or covertly suggest survival stage or task stage concerns
3. Compare and contrast the four beginning teachers in light of the four perspectives they have acquired in Modules 5-7

Training Sequence:

1. Facilitator explains the goal of the observation activity and orients participants to the Beginning Teacher Observation Guide.
2. Participants watch the videotape and note problems and concerns they detect from the beginning teachers' verbal and nonverbal messages.
3. Participants discuss their respective observations in their groups.
4. Facilitator guides the whole-group in processing the observation experience and discussing the insights the participants have acquired about the four beginning teachers.

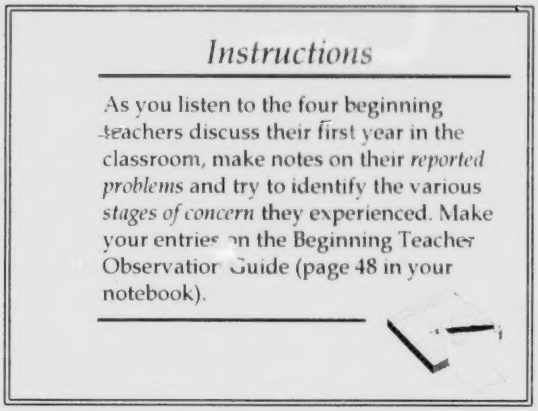


Module 8

Beginning Teachers:

Theory to Practice

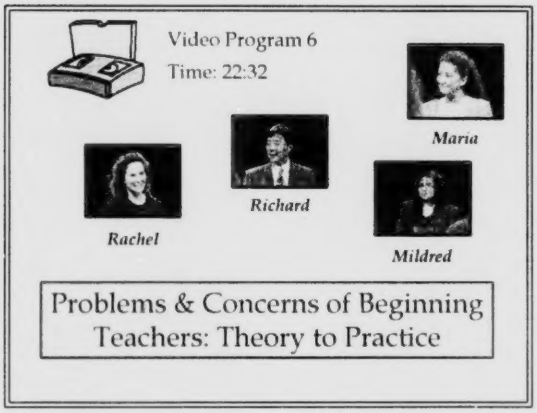
In this module, we will apply our new knowledge of beginning teachers to the four entry-year teachers we met in Module 5.



Instructions

As you listen to the four beginning teachers discuss their first year in the classroom, make notes on their *reported problems* and try to identify the various *stages of concern* they experienced. Make your entries on the Beginning Teacher Observation Guide (page 48 in your notebook).

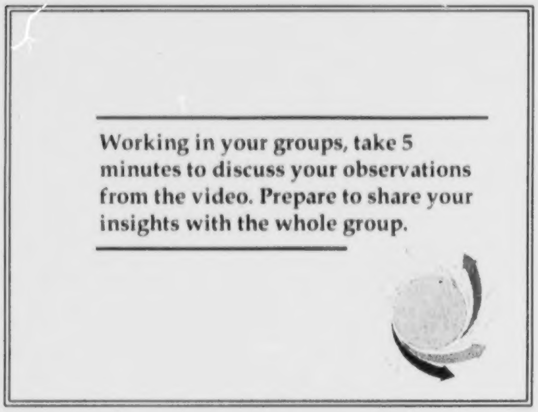
Encourage participants to listen carefully to the questions posed by the interviewer and note the responses of the beginning teachers. Look for verbal and nonverbal clues that provide insight into the experiences that might be just below the surface of the conversation. Encourage participants to record any statements that they would associate with a particular *stage of concern*. Also ask them to identify which problems from Veenman's research each beginning teacher seemed to experience.



Video Program 6
Time: 22:32

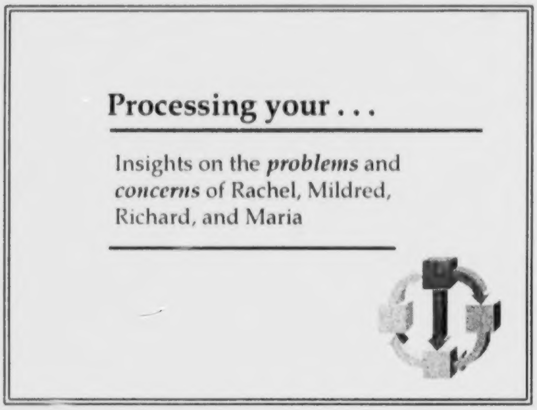
Problems & Concerns of Beginning Teachers: Theory to Practice

You may choose to let the tape run from beginning to end or pause it at particular points you feel you would like to explore. Both approaches have merit and accomplish slightly different goals. The first approach puts the emphasis on individual observation and sensitivity skills. The latter promotes interactive dialogue. If time is a factor, the first approach is more time efficient.



Working in your groups, take 5 minutes to discuss your observations from the video. Prepare to share your insights with the whole group.

Invite participants to spend a few minutes processing and sharing their observations in their small groups. Let them know that you are going to invite them to share their thinking with the whole group in just a few minutes.



Processing your . . .

Insights on the ***problems*** and ***concerns*** of Rachel, Mildred, Richard, and Maria

Facilitate a whole-group discussion of the videotape. Ask volunteers to cite the specific evidence they have to support their various statements about the beginning teachers and their problems and concerns.

Beginning Teacher Observation Guide

Rachel	
Richard	
Mildred	
Maria	

Module 9: Exploring Our Beliefs About Mentoring

Time:	**30 minutes**
Materials Needed:	**1. The Mentor Teacher Beliefs Inventory and Scoring Key** **2. Three Approaches to Mentoring Interpretation**
Media Needed:	**1. Slides for Module 9**

Objectives: Participants will be able to

1. Explain their personal beliefs about mentoring as revealed by The Mentor Teacher Beliefs Inventory
2. Reflect on the extent to which they believe their scores on The Mentor Teacher Beliefs Inventory are personally valid
3. Reflect on those parts of their personal biography that may influence their current dispositions toward mentoring practice

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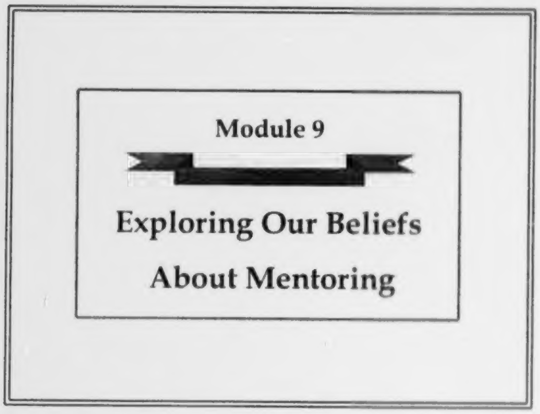
Training Sequence:

1. Facilitator, using slides, explains that the goal of this module is to help participants gain insight into their personal beliefs about the mentoring process.
2. Facilitator, using slides, describes the nature of the inventory as a "forced-choice" instrument that is not based on "right" or "wrong" answers.
3. Facilitator instructs participants to take and self-score The Mentor Teacher Beliefs Inventory.
4. Participants take and score the inventory.
5. Facilitator refers participants to the Three Approaches Overview and invites participants to engage in self-reflection and small-group discussion.

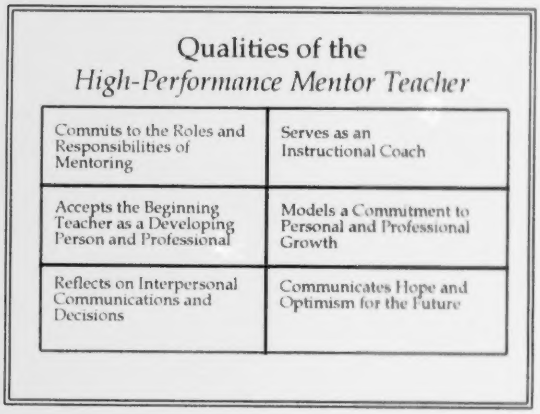
Module 9: Exploring Our Beliefs About Mentoring



Module 9

Exploring Our Beliefs About Mentoring

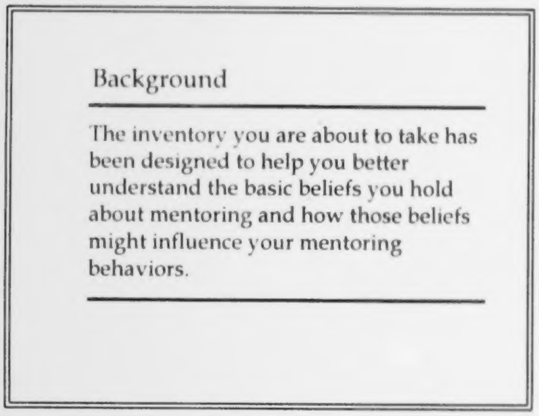
The next four modules will focus on the importance of adapting mentoring behaviors to the needs of the beginning teacher. In Module 9, we begin our exploration of this important topic by taking an inventory designed to help us better understand our current beliefs about mentoring and the mentoring process.



Qualities of the
High-Performance Mentor Teacher

Commits to the Roles and Responsibilities of Mentoring	Serves as an Instructional Coach
Accepts the Beginning Teacher as a Developing Person and Professional	Models a Commitment to Personal and Professional Growth
Reflects on Interpersonal Communications and Decisions	Communicates Hope and Optimism for the Future

As we shift our focus to the mentoring process, we will begin to explore the need for mentors to be reflective interpersonal communicators and decision makers. This module is the beginning of that exploration.



Background

The inventory you are about to take has been designed to help you better understand the basic beliefs you hold about mentoring and how those beliefs might influence your mentoring behaviors.

As we know, our daily actions as classroom teachers are profoundly influenced by the beliefs we hold about the students we teach and about the teaching and learning process. In a very similar way, our actions as mentors are influenced by the beliefs we hold about beginning teachers and the mentoring process.

Background (continued)

The inventory was adapted from the *Supervisor's Beliefs Inventory* developed by Carl Glickman (1985). It is a forced-choice instrument with no right or wrong answers.

You may want to point out that there is a great deal that mentors can learn by studying the theory and practice of supervision. Remind participants that supervision does not necessarily imply evaluation. You may want to briefly query the audience as to whether anyone has studied supervision at the graduate level, perhaps in a program to prepare school administrators.

Instructions

Take and self-score The Mentor Teacher Beliefs Inventory that begins on page 52 in your notebook.

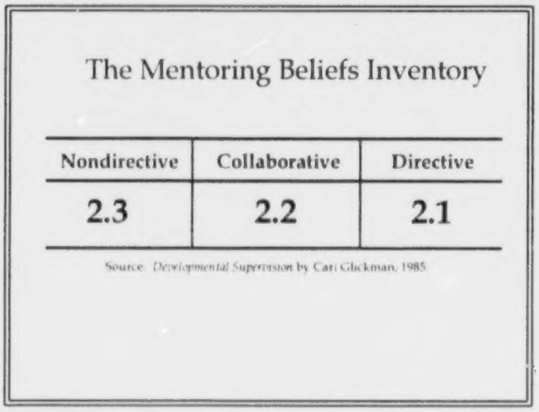
Time: 15 minutes

Be clear that this is a *forced-choice* inventory, and the participants should choose the responses that they are most comfortable with, even if they do not fully agree. Also be clear that there are no *right or wrong* answers. The goal is self-understanding.

When you finish scoring the inventory, feel free to compare scores within your group. Remember: There are no right or wrong answers or good or bad scores.

Instruct participants to self-score the inventory when they are finished. Invite them to help each other figure out how to score the inventory, and acknowledge that they may want to share a calculator if someone in the group has one. Also, let them know that once everyone in the group has finished, they can begin comparing and discussing their scores. An overview of the three approaches follows the score sheet.

Module 9: Exploring Our Beliefs About Mentoring



The Mentoring Beliefs Inventory

Nondirective	Collaborative	Directive
2.3	2.2	2.1

Source: *Developmental Supervision* by Carl Glickman, 1985

Carefully monitor the groups, as individuals vary in how quickly they are able to complete and score the inventory. If you sense that many people are finished and a few are still scoring, encourage those who are finished to reflect on whether they feel their scores are *personally valid* in light of the description provided on the Three Approaches to Mentoring on page 56 of their notebooks. Assure participants that their scores will make more sense after they are explained in the next module.

The Mentor Teacher Beliefs Inventory

This inventory is designed for mentor teachers to assess their own beliefs about mentoring and professional development. The inventory assumes that mentor teachers believe and act according to three theoretical orientations to mentoring, but that one usually dominates. The inventory is designed to be self-administered and self-scored. Mentor teachers are asked to choose one of two options. A scoring key follows.

Instructions: Circle either A or B for each item. You may not completely agree with either choice, but choose the one that is closest to how you feel.

1. A. Mentor teachers should give beginning teachers a large degree of autonomy and initiative within broadly defined limits.
   B. Mentor teachers should give beginning teachers directions about methods that will help them improve their teaching.

2. A. It is important for beginning teachers to set their own goals and objectives for professional growth.
   B. It is important for mentor teachers to help beginning teachers reconcile their personalities and teaching styles with the philosophy and direction of the school.

3. A. Beginning teachers are likely to feel uncomfortable and anxious if their mentors do not tell them what they will be focusing on during classroom observations.
   B. Classroom observations of beginning teachers are meaningless if beginning teachers are not able to define with their mentor teachers the focus or foci of the observation.

4. A. An open, trusting, warm, and personal relationship with beginning teachers is the most important ingredient in mentoring beginning teachers.
   B. A mentor teacher who is too personal with beginning teachers risks being less effective and less respected than a mentor who keeps a certain degree of professional distance from beginning teachers.

5. A. My role during mentoring conferences is to make the interaction positive, to share realistic information, and to help beginning teachers plan their own solutions to problems.
   B. The methods and strategies I use with beginning teachers in a conference are aimed at our reaching agreement over the needs for future improvement.

6. In the initial phase of working with a beginning teacher:
   A. I develop objectives with the teacher(s) that will help accomplish school goals.
   B. I try to identify the talents and goals of individual beginning teachers so they can work on their own improvement.

7. When several beginning teachers have a similar classroom problem, I prefer to:
   A. Have the beginning teachers form an ad hoc group to help them work together to solve the problem.
   B. Help beginning teachers on an individual basis find their strengths, abilities, and resources so that each one finds his or her own solution to the problem.

8. The most important clue that an entry-year workshop is needed occurs when:
   A. The mentor perceives that several beginning teachers lack knowledge or skill in a specific area, which is resulting in low morale, undue stress, and less effective teaching.
   B. Several beginning teachers perceive the need to strengthen their abilities in the same instructional area.

9. A. Practicing mentors should decide the objectives of any entry-year workshops since they have a broad perspective on beginning teachers' abilities and the school's needs.
   B. Mentor teachers and beginning teachers should reach consensus about the objectives of any entry-year workshop.

10. A. Beginning teachers who feel they are growing personally will be more effective than beginning teachers who are not experiencing personal growth.
    B. Beginning teachers should employ teaching methods that have proven successful over the years.

11. When I observe a beginning teacher scolding a student unnecessarily:
    A. I explain, during a postobservation conference with the teacher, why the scolding was excessive.
    B. I ask the teacher about the incident, but do not interject my judgments.

12. A. One effective way to improve beginning teacher performance is for mentors to formulate clear professional improvement plans for beginning teachers.
    B. Professional improvement plans are helpful to some beginning teachers but stifling to others.

13. During a preobservation conference:
    - A. I suggest to the teacher what I could observe, but I let the teacher make the final decision about the objectives and methods of observation.
    - B. The teacher and I mutually decide the objectives and methods of observation.

14. A. Improvement occurs very slowly if beginning teachers are left on their own, but when a group of beginning teachers and their mentors work together on a specific problem, they learn rapidly and their morale remains high.
    - B. Group activities may be enjoyable, but I find that providing individual guidance to a beginning teacher leads to more sustained results.

15. When an entry-year program meeting is scheduled:
    - A. All mentor teachers who participated in the decision to hold the meeting should be expected to attend it.
    - B. Mentor teachers, regardless of their role in calling for or planning the meeting, should be able to decide if the workshop is relevant to their personal or professional growth and, if not, should not be expected to attend.

Scoring Key

Step 1. Circle your answers to the inventory in the following columns:

Column I	*Column II*	*Column III*
1B	1A	
	2B	2A
3A	3B	
4B		4A
	5B	5A
6A		6B
	7A	7B
8A		8B
9A	9B	
10B		10A
11A		11B
12A	12B	
	13B	13A
14B	14A	
	15A	15B

Step 2. Tally the number of circled items in each column and multiply by 6.7.

2.1 Total response in column I ____________ x 6.7 = ____________

2.2 Total response in column II ____________ x 6.7 = ____________

2.3 Total response in column III ____________ x 6.7 = ____________

Step 3. Interpretation: Refer to the Three Approaches to Mentoring worksheet on the following page to gain insight into your scores.

Source: Adapted from Glickman (1985), pp. 81-84.

Three Approaches to Mentoring

Interpretation

Instructions: The following brief descriptions of the three approaches to mentoring provide a general overview of each approach. After reading each description, reflect on your scores in terms of whether you believe they are personally valid.

2.1 Directive Approach. The product you obtained in Step 2.1 is an approximate percentage of how often you are likely to take a *directive approach* to mentoring rather than the other two approaches.

Mentor teachers with high directive scores may tend to believe that beginning teachers are best supported when their mentors provide professional direction that is grounded in their veteran knowledge and experience. Consequently, such mentors may feel most comfortable when providing strategic or technical advice.

2.2 Collaborative Approach. The product you obtained in Step 2.2 is an approximation of how likely you are to take a *collaborative approach* to mentoring rather than the other two approaches.

Mentor teachers who take a predominantly collaborative approach to the mentoring process may tend to believe that beginning teachers benefit most when their mentors relate to them as professional peers. Consequently, such mentors may feel most comfortable when engaged in collegial dialogue or collaborative problem solving.

2.3 Nondirective Approach. The product you obtained in Step 2.3 is an approximation of the degree to which you are likely to employ a nondirective approach to mentoring.

Mentor teachers who prefer a nondirective style of mentoring may tend to believe that beginning teachers profit most when their mentors provide them with the professional autonomy to find their own way and solve their own problems. Such mentors may feel most comfortable when listening to or encouraging beginning teachers as they seek their own solutions to professional dilemmas.

Module 10: Developmental Mentoring: An Introduction

Time:	**45 minutes**
Materials Needed:	**None**
Media Needed:	**1. Slides for Module 10**

Objectives: Participants will be able to

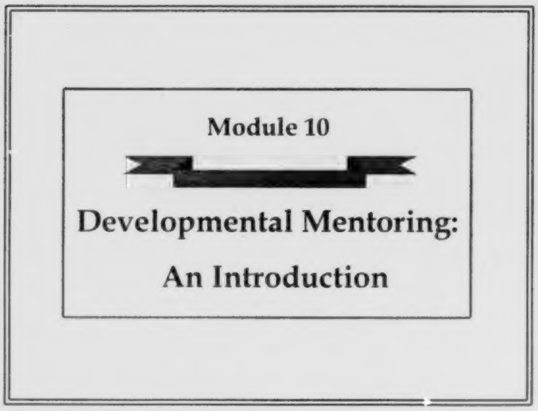
1. Explain the theory of developmental supervision as articulated by Glickman (1985)
2. Describe the various factors that contribute to a mentee's developmental level
3. Select appropriate communication behaviors to employ with mentees of different developmental levels
4. Identify specific situations that lead a mentor to employ directive, nondirective, or collaborative approaches to a mentee
5. Appreciate the importance of adapting one's mentoring style to the developmental level of the beginning teacher

Training Sequence:

1. Facilitator opens Module 10 by inviting participants to share their scores on The Mentor Teacher Beliefs Inventory, which they completed in Module 9.
2. Facilitator, using slides, introduces The Mentoring Behavior Continuum that identifies different types of communication that are consistent with each of the three approaches to mentoring.
3. Facilitator, using slides, explains how developmental mentoring theory is based on the belief that the most effective mentors match their mentoring behaviors and communications to the developmental level of their mentees.

4. Working in their groups, participants engage in brainstorming sessions aimed at identifying situations that suggest nondirective, directive, and collaborative approaches to the mentoring process.

Module 10: Developmental Mentoring: An Introduction

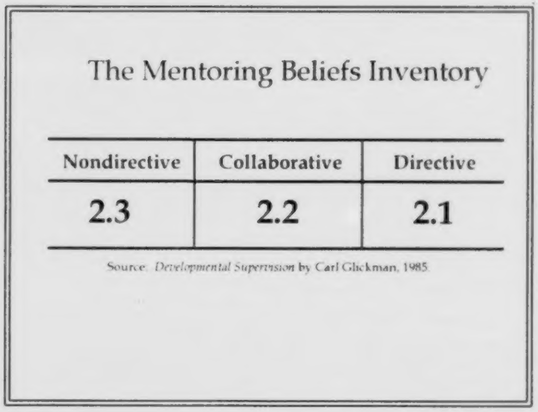


Module 10

Developmental Mentoring:

An Introduction

In Module 10, we will examine the theory of developmental supervision as developed by Carl Glickman. In doing so, we will better understand our scores on The Mentor Teacher Beliefs Inventory and the implications of those scores for our work as mentor teachers.

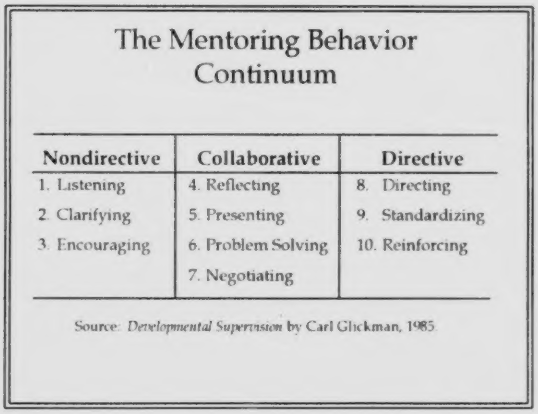


The Mentoring Beliefs Inventory

Nondirective	Collaborative	Directive
2.3	2.2	2.1

Source: *Developmental Supervision* by Carl Glickman, 1985

Invite participants to share their scores in writing (on a chalkboard, overhead transparency, or flip chart). You could ask everyone to share their scores with *no names* or ask for volunteers to share their *names and scores*. As an alternative, simply ask for volunteers to share their scores orally. The point is to illustrate any patterns in the scoring. You will likely find that most teachers will have high nondirective or collaborative scores.



The Mentoring Behavior Continuum

Nondirective	Collaborative	Directive
1. Listening 2. Clarifying 3. Encouraging	4. Reflecting 5. Presenting 6. Problem Solving 7. Negotiating	8. Directing 9. Standardizing 10. Reinforcing

Source: *Developmental Supervision* by Carl Glickman, 1985

Glickman argues that there are three broad philosophical approaches to supervision (or, in our case, mentoring). Significantly, each of these approaches are brought into action by mentoring behaviors that can be viewed as types of communication. This slide shows the types of communication for each approach. Your scores indicate your tendency to employ the three approaches; the higher the score, the greater the tendency.

Module 10: Developmental Mentoring: An Introduction

The Mentoring Behavior Continuum

Nondirective	Collaborative	Directive
1. Listening	4. Reflecting	8. Directing
2. Clarifying	5. Presenting	9. Standardizing
3. Encouraging	6. Problem Solving	10. Reinforcing
	7. Negotiating	

◄────────────────────►

HIGH **Developmental Level** LOW

Source: *Developmental Supervision* by Carl Glickman, 1985.

Glickman further argues that there is no single best approach. The implication for mentoring is that the best mentors adapt their approaches to the developmental needs of the beginning teacher. Consequently, the theoretically ideal score on the inventory would be 33.3% in each category, suggesting the mentor's capacity to shift to the appropriate approach as indicated by the developmental needs of the mentee.

Developmental Level Defined

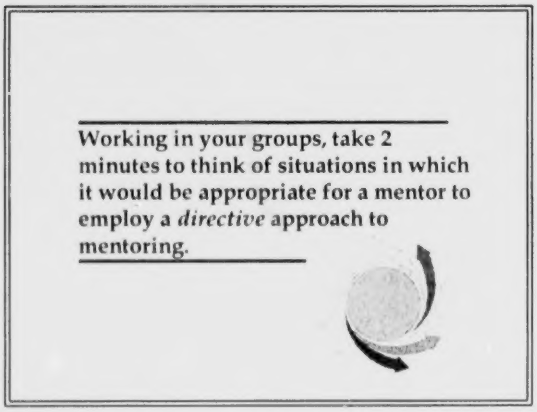
Developmental level, according to Glickman (1985), is determined by the teacher's motivation, experience, and competence.

Importantly, mentors must thoughtfully reflect on the developmental needs of their beginning teachers as they are expressed in different situations. For example, a highly motivated and committed beginning teacher with good instructional skills may have no experience in taking her students on a field trip.

In seeking to determine the developmental level of a beginning teacher, mentors might ask themselves . . .

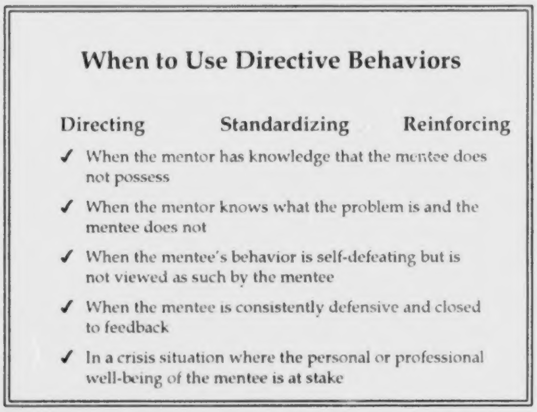
1. **How motivated is he with regard to a particular task?**
2. **Is she *willing* and *able* to assume responsibility?**
3. **What skills does he have with regard to this particular task or problem?**
4. **What prior experience has she had in similar situations?**

It is important here that mentors understand that asking themselves such questions involves the process of assessing the developmental level of the beginning teacher. This type of assessment is highly formative in nature and should not be confused with the summative evaluation of a mentee's performance. Remind participants of the challenge of *accepting* beginning teachers regardless of their developmental level.



Working in your groups, take 2 minutes to think of situations in which it would be appropriate for a mentor to employ a *directive* approach to mentoring.

The goal of this activity is to stimulate a rapid-paced brainstorming session within each of the groups that challenges participants to apply their emerging understanding of *directive approaches* to the mentoring process.



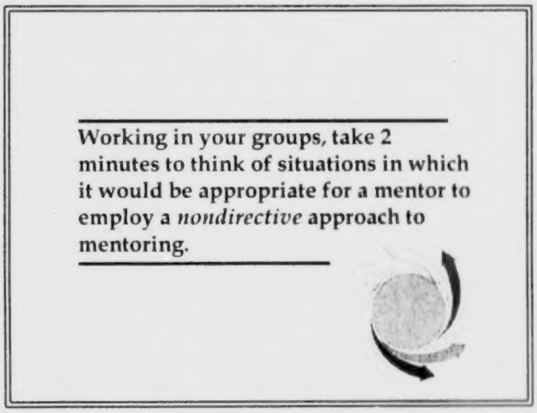
When to Use Directive Behaviors

Directing **Standardizing** **Reinforcing**

- ✓ When the mentor has knowledge that the mentee does not possess
- ✓ When the mentor knows what the problem is and the mentee does not
- ✓ When the mentee's behavior is self-defeating but is not viewed as such by the mentee
- ✓ When the mentee is consistently defensive and closed to feedback
- ✓ In a crisis situation where the personal or professional well-being of the mentee is at stake

The bullet points on this slide are not included in the *Participant's Notebook*. Use this slide to validate or stretch the thinking of the participants with regard to when it might be appropriate to employ a directive approach. Encourage participants to imagine or recall specific situations that illustrate appropriate directive mentoring.

For example, a mentor *tells* an emotionally upset and angry mentee to wait a day before speaking with his principal about an issue they are disagreeing over.



Working in your groups, take 2 minutes to think of situations in which it would be appropriate for a mentor to employ a *nondirective* approach to mentoring.

The goal here is to stimulate a rapid-paced brainstorming session within each of the groups that challenges participants to apply their emerging understanding of *nondirective approaches* to the mentoring process.

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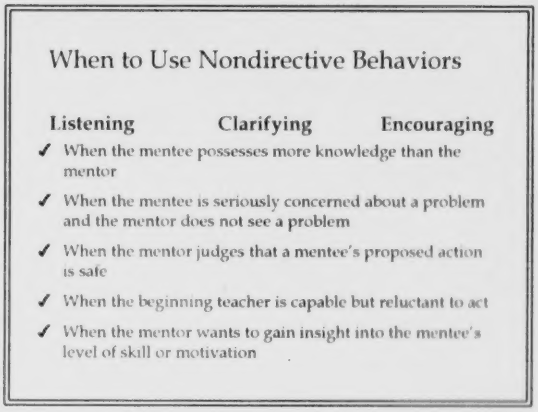
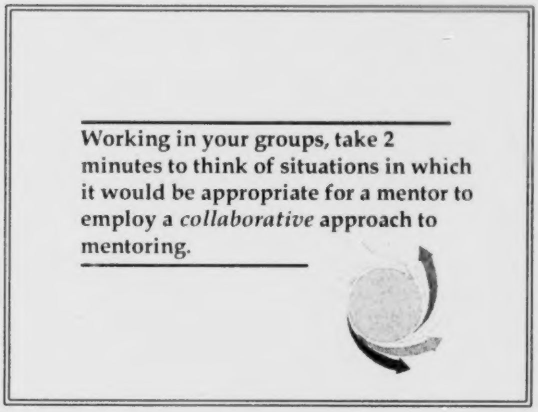


When to Use Nondirective Behaviors

Listening **Clarifying** **Encouraging**

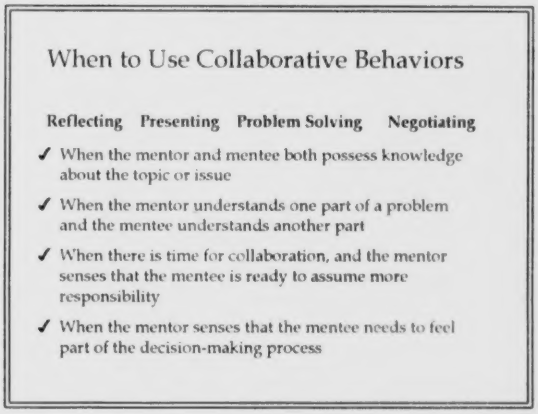
- ✓ When the mentee possesses more knowledge than the mentor
- ✓ When the mentee is seriously concerned about a problem and the mentor does not see a problem
- ✓ When the mentor judges that a mentee's proposed action is safe
- ✓ When the beginning teacher is capable but reluctant to act
- ✓ When the mentor wants to gain insight into the mentee's level of skill or motivation

The bullet points on this slide are not included in the *Participant's Notebook.* Use this slide to validate or stretch the thinking of the participants with regard to when it might be appropriate to employ a nondirective approach. Encourage participants to imagine or recall specific situations that illustrate appropriate nondirective mentoring. For example, a mentor listens to and encourages a beginning teacher to describe a new instructional approach that the mentor is not familiar with.



Working in your groups, take 2 minutes to think of situations in which it would be appropriate for a mentor to employ a *collaborative* approach to mentoring.

The goal here is to stimulate a rapid-paced brainstorming session within each of the groups that challenges participants to apply their emerging understanding of collaborative approaches to the mentoring process.



When to Use Collaborative Behaviors

Reflecting **Presenting** **Problem Solving** **Negotiating**

- ✓ When the mentor and mentee both possess knowledge about the topic or issue
- ✓ When the mentor understands one part of a problem and the mentee understands another part
- ✓ When there is time for collaboration, and the mentor senses that the mentee is ready to assume more responsibility
- ✓ When the mentor senses that the mentee needs to feel part of the decision-making process

The bullet points on this slide are not included in the *Participant's Notebook.* Use this slide to validate or stretch the thinking of the participants with regard to when it might be appropriate to employ a collaborative approach. Encourage participants to imagine or recall specific situations that illustrate appropriate collaborative mentoring. For example, a mentor offers a beginning teacher a copy of a successful lesson plan she has used to teach a difficult-to-teach and hard-to-learn concept.

Module 11: Developmental Mentoring: A Case Study

Time: 45 minutes

Materials Needed:

1. Video Case Number 1: Kristin and Beverly background reading
2. Developmental Mentoring Data Sheet

Media Needed:

1. Slides for Module 11
2. Volume II Videotape cued to Video Program 7: *Video Case Number 1: Kristin and Beverly*

Objectives: **Participants will be able to**

1. Apply new knowledge of developmental mentoring to a videotaped conference involving a mentor and a beginning teacher
2. Reflect on the performance of the videotaped mentor in light of the theory of developmental mentoring
3. Identify specific mentoring behaviors as being exemplary of communication types listed on the Mentoring Behavior Continuum
4. Assess the developmental level of the videotaped teacher based on a background reading and on her behaviors in the videotaped conference

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Training Sequence:

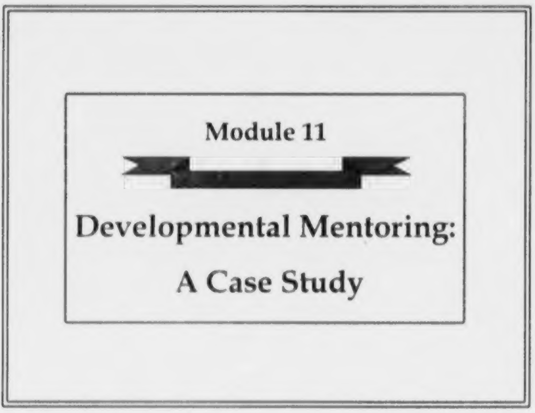
1. Facilitator introduces the module by describing its focus as applying new knowledge of developmental mentoring to a videotaped case study.
2. Participants read and discuss a background reading that describes the context in which the videotaped conversation will take place.
3. Facilitator monitors a whole-group discussion aimed at having participants describe specific mentoring behaviors they believe would be appropriate in the case.
4. Facilitator directs participants to observe the communication behaviors of the mentor and record them on the Developmental Mentoring Data Sheet.

5. Participants watch the videotape and record their observations.

6. Participants engage in small-group discussions and compare their respective observations of the videotaped conference.

7. Facilitator leads a whole-group discussion of the video case study and reveals the observation record.

Module 11: Developmental Mentoring: A Case Study

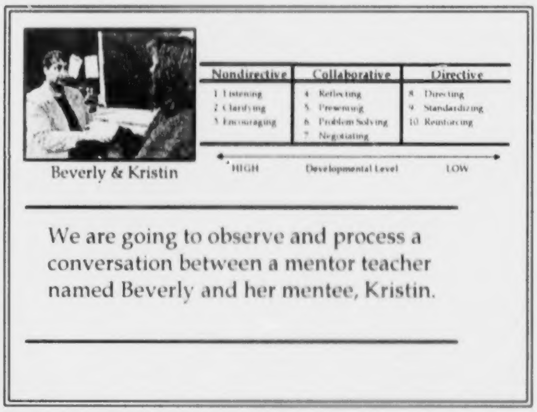


Module 11

Developmental Mentoring:

A Case Study

In this module, we will apply new knowledge of the theory of developmental supervision to a video case study.



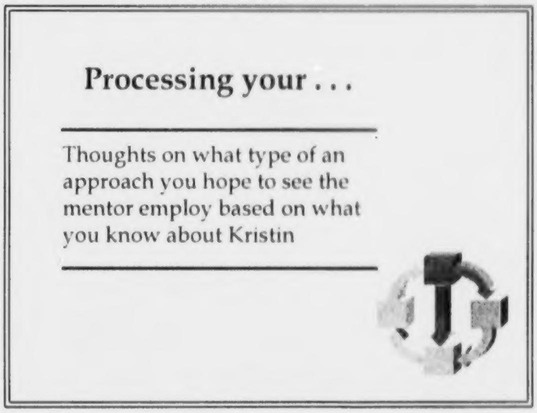
Beverly & Kristin

Nondirective	Collaborative	Directive
1 Listening 2 Clarifying 3 Encouraging	4 Reflecting 5 Presenting 6 Problem Solving 7 Negotiating	8 Directing 9 Standardizing 10 Reinforcing

HIGH — Developmental Level — LOW

We are going to observe and process a conversation between a mentor teacher named Beverly and her mentee, Kristin.

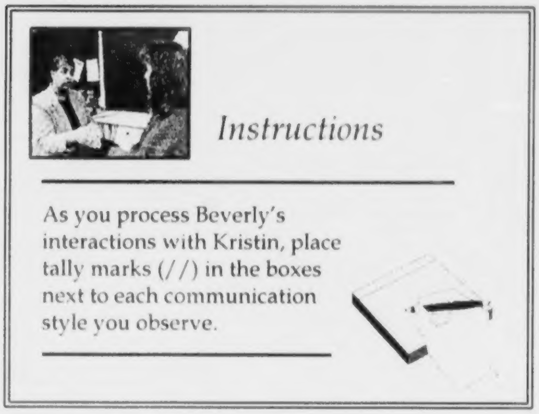
Turn to page 64 in your notebook and read the background information on the case study we are about to examine from a developmental mentoring perspective.



Processing your . . .

Thoughts on what type of an approach you hope to see the mentor employ based on what you know about Kristin

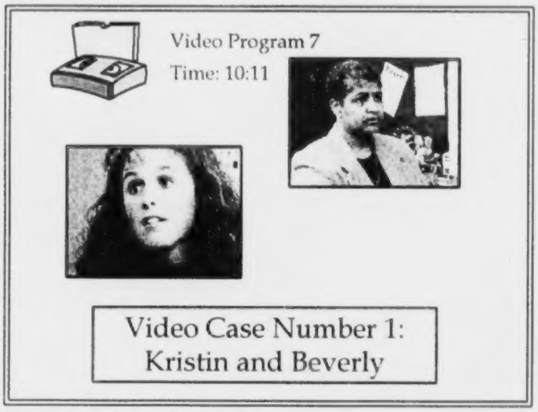
Facilitate a whole-group discussion by calling on volunteers to share their thoughts on the conference they are about to observe. Consider asking them what the background reading suggests about Kristin's developmental level. Ask participants to identify specific mentoring behaviors or communications they hope to see the mentor employ.



Instructions

As you process Beverly's interactions with Kristin, place tally marks (//) in the boxes next to each communication style you observe.

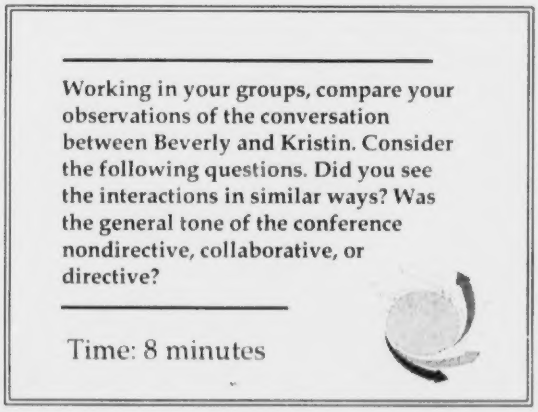
Instruct participants to carefully observe Beverly during the conference and record her communications by placing tally marks in the appropriate boxes on the Developmental Mentoring Data Sheet. Inform them that you will ask them later to describe whether they thought the tone of the conference was nondirective, collaborative, or directive.



Video Program 7
Time: 10:11

Video Case Number 1:
Kristin and Beverly

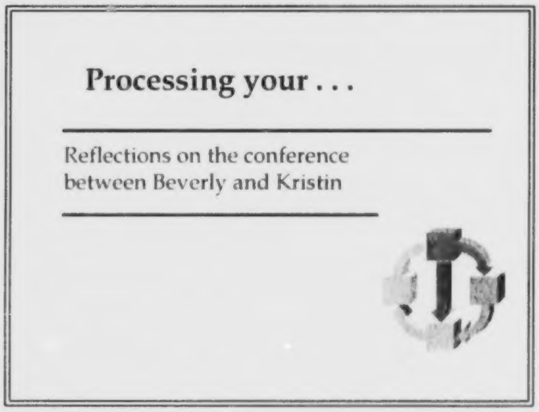
Once participants are ready, begin the tape.



Working in your groups, compare your observations of the conversation between Beverly and Kristin. Consider the following questions. Did you see the interactions in similar ways? Was the general tone of the conference nondirective, collaborative, or directive?

Time: 8 minutes

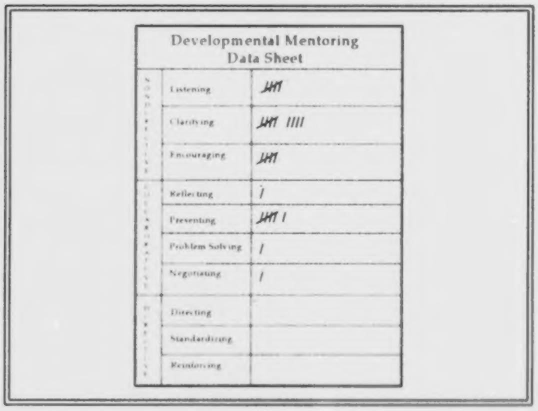
This discussion will likely generate a number of questions, as members of the same group may have somewhat different tally marks. These differences are healthy, as they stimulate dialogue and a search for clearer understanding of the various communications listed on the Mentoring Behavior Continuum. Monitor the small-group sessions to gain insight into some of the key issues the participants are discussing.



Processing your . . .

Reflections on the conference between Beverly and Kristin

Facilitate a whole-group discussion in which you ask participants to describe the general tone of the conference as being nondirective, collaborative, or directive. The overall tone should be indicated by the comparative numbers of tally marks. Encourage participants to give specific examples of behaviors or statements that they feel represent the various approaches. Finally, ask the group to assess whether Beverly's approach was, in their opinion, helpful.



Developmental Mentoring Data Sheet

NONDIRECTIVE	Listening	𝍸
	Clarifying	𝍸 ||||
	Encouraging	𝍸
COLLABORATIVE	Reflecting	|
	Presenting	𝍸 |
	Problem Solving	|
	Negotiating	|
DIRECTIVE	Directing	
	Standardizing	
	Reinforcing	

This slide does not appear in the *Participant's Notebook.* Use this slide to validate and stretch participants' thinking about the conversation between Beverly and Kristin.

Ask participants to compare and contrast their observation record with this one.

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Video Case Number 1: Kristin and Beverly

Many mornings, driving to school in the predawn darkness, Kristin can hardly believe that her dream of becoming a teacher of children with special needs is now a reality. Yes, she is on the way to *her* school to be with *her* students. For a few fleeting moments she reflects on her college commencement ceremony and the unmistakable pride she saw that day in her parents' eyes. Her smile widens as she remembers her father's joyful reaction the day she received a phone call informing her that she had been selected for the Intervention Specialist position at Meadow Brook Elementary School, just six blocks from her parents' home.

Pulling into the school driveway, however, Kristin's thoughts take a sudden turn to less pleasant reflections. Seeing the lights on in several classrooms reminds her of the tension she is feeling with some of the teachers who occupy those very rooms. Being responsible for serving as the inclusion teacher for 14 students in six classrooms ranging from kindergarten to fifth grade is challenging enough without the increasing requests from several teachers for more of her time. Kristin has always prided herself on being an organized person capable of handling multiple tasks. This situation, however, feels very different and seems to be, as she recently described it to her fiancé, "on the border of being out of control."

Entering the faculty workroom, she is relieved to see that the room is empty and that the computer is available. Reviewing her new e-mail, she hesitates before opening messages from two teachers. Then, with two clicks of the mouse, each message confirms her fears. More requests for more of *her* time on *their* schedules. "There is only one of me and six of them," she quietly says to herself. "I can't be in six places at one time."

Frustrated, anxious, and a little angry, Kristin confronts the reality that she must finally address the problem. Her first thought is to walk down to the principal's office to share her frustration and seek some advice. Quickly, however, she feels uneasy about revealing the problem to her principal. Instead, she decides to send an e-mail to her mentor, Beverly, a veteran special educator who teaches at the intermediate school. "To: Bev. From: Kristin. Subject: S.O.S. Message: Hi Bev, If you can find the time today, I need some advice. Thanks, Kristin."

Developmental Mentoring Data Sheet

NONDIRECTIVE	Listening	
	Clarifying	
	Encouraging	
COLLABORATIVE	Reflecting	
	Presenting	
	Problem Solving	
	Negotiating	
DIRECTIVE	Directing	
	Standardizing	
	Reinforcing	

Module 12: Developmental Mentoring: Theory to Practice

Time:	**45 minutes**
Materials Needed:	**1. Melissa, Karen, and John vignettes**
Media Needed:	**1. Slides for Module 12**

Objectives: Participants will be able to

1. Reflect on developmental mentoring by participating in or observing a role-play conference involving one of three beginning teachers described in a written vignette
2. Work collaboratively to create a realistic role-play that represents the behaviors and dispositions of beginning teachers at different developmental levels
3. Discuss the challenges of adapting one's mentoring behavior and communications to the developmental level of the beginning teacher

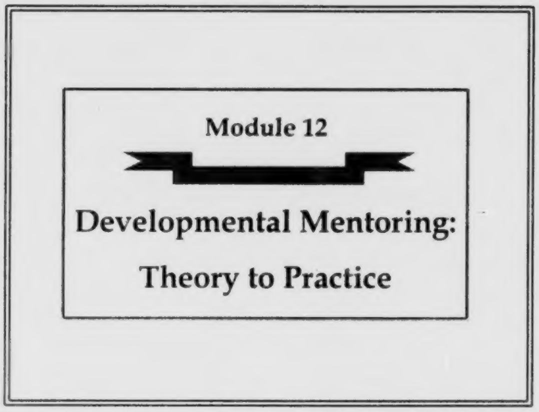
Training Sequence:

1. Facilitator introduces the module and explains that it will provide an opportunity for participants to experience developmental mentoring in a personal fashion through the use of role-play.
2. Participants read the beginning teacher vignette assigned to their group.
3. Facilitator instructs participants to select or recruit two volunteers, one to play the role of beginning teacher and the other the role of mentor.
4. Participants, following the facilitator's instructions, work in subgroups to coach the role-play mentor and beginning teacher.
5. Each group conducts a role-play that is approximately 5 minutes in length. Group members not participating as role-players take descriptive notes as they observe the conference.

6. Participants engage in small-group discussions and compare their respective observations of the conference. Role-players and process observers share their observations based on their diverse perspectives.

7. Facilitator leads a whole-group discussion, inviting participants to share insights gained from the role-play experience.

Module 12: Developmental Mentoring: Theory to Practice

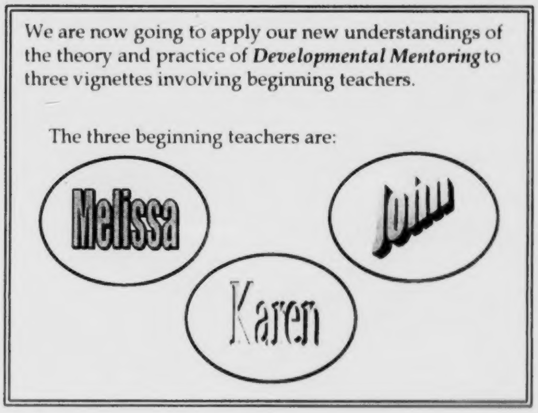


Module 12

Developmental Mentoring:

Theory to Practice

In Module 12, you will have the opportunity to strengthen your understanding of developmental mentoring by participating in (or observing) a role-play conference between a mentor and a beginning teacher.



We are now going to apply our new understandings of the theory and practice of ***Developmental Mentoring*** to three vignettes involving beginning teachers.

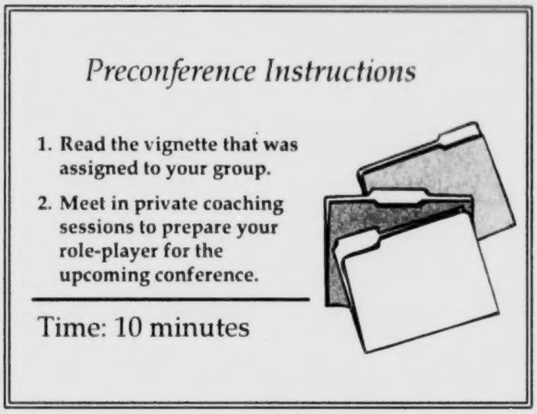
The three beginning teachers are:

Melissa

John

Karen

Assign each group one of the three teachers. If you have more than three groups, two groups might be assigned John, two groups, Melissa, and so on. Ask each group to recruit two volunteers, one to play the beginning teacher and one to play the mentor. After each group has their volunteers, divide the remaining group members into two subgroups, one to coach the beginning teacher and one to coach the mentor.

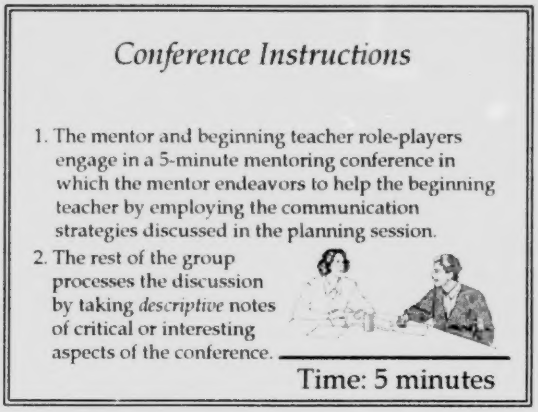


Preconference Instructions

1. **Read the vignette that was assigned to your group.**
2. **Meet in private coaching sessions to prepare your role-player for the upcoming conference.**

Time: 10 minutes

Instruct each group to read the vignette and then divide into the two subgroups without discussing the reading. The subgroups should physically separate so they cannot hear each other's discussion. They should then begin brainstorming possible dialogue or nonverbal messages the role-players might employ. Subgroups advising the beginning teacher role-player should suggest behaviors consistent with the developmental level of the teacher.

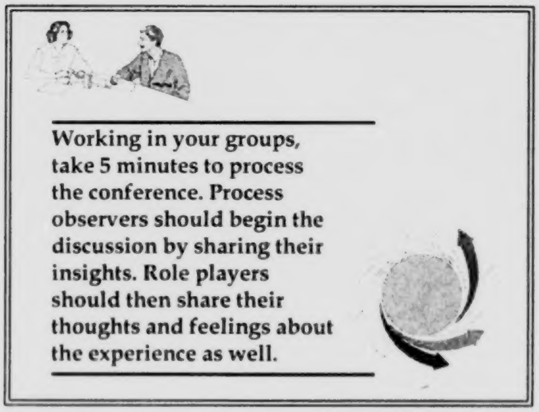


Conference Instructions

1. The mentor and beginning teacher role-players engage in a 5-minute mentoring conference in which the mentor endeavors to help the beginning teacher by employing the communication strategies discussed in the planning session.
2. The rest of the group processes the discussion by taking *descriptive* notes of critical or interesting aspects of the conference.

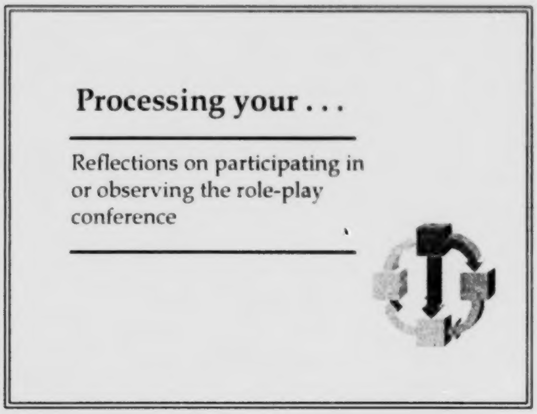
Time: 5 minutes

As the role-players prepare for the conference, they should seat themselves next to each other to facilitate the conversation. Instruct the other group members to process the conversation by taking notes on the tone and style of the mentor's communications. Remind them to process the dialogue as being directive, nondirective, or collaborative. Emphasize to the observers that their notes should *describe, not interpret* the conversation.



Working in your groups, take 5 minutes to process the conference. Process observers should begin the discussion by sharing their insights. Role players should then share their thoughts and feelings about the experience as well.

IMPORTANT: Instruct the process observers to report their observations as *descriptions* of what they observed, not as evaluations of the mentor's performance. Invite them to be specific with their descriptions and, whenever possible, to refer to their notes. Invite the role-players to share what they found interesting or challenging about the experience. Was it difficult for them to maintain the developmental mentoring approach they had selected?



Processing your . . .

Reflections on participating in or observing the role-play conference

Facilitate a whole-group discussion of the role-playing activities. Invite participants to share some of the observations and insights discussed in their small groups. Consider asking the mentor role-players what their scores were on the inventory and what approach they employed in the role-play. Consider asking the process observers if they observed the mentor using more than one approach. Consider asking the beginning teacher role-players if they could *feel* the approach the mentor was using.

MELISSA

Melissa is a first-year teacher at George Washington High School, where she teaches general science to freshmen and biology to juniors. Washington High is an urban school located in a major Midwestern city. Melissa attended a prestigious university in the East, where she graduated with a major in biology and teaching certification. She is only 6 hours short of earning her B.S. in Secondary Education and is devoted to completing that second degree at a local college.

Julie, Melissa's mentor, is chair of the science department at Washington High and was part of the recruitment team that interviewed Melissa and recommended that she be hired. The team members, including the principal and the director of personnel, were all impressed with Melissa's excellent academic record in college as well as her leadership roles with two campus organizations. It is one week from Thanksgiving break, and Julie could not be more pleased with Melissa's professional efforts.

In fact, Julie almost feels guilty receiving the extra pay for her work as Melissa's mentor. Aside from keeping Melissa advised of certain "housekeeping" duties and introducing her to other staff members, she feels as if she has contributed very little to Melissa's professional development. "The kid," as she recently told her husband, "is something special." She is an extremely hard worker dedicated to planning, in Julie's words, the "most engaging" lessons she can. The word is out among George Washington students that Melissa is a good teacher who really cares. She recently volunteered to sponsor a new club dedicated to student service. Additionally, at the last department meeting, she presented a proposal for the creation of a new science elective course.

It has been almost a month since Julie and Melissa have had the chance to sit down and talk for any length of time. Julie feels the need to do that and is beginning to think about setting something up.

Notes:

KAREN

Karen is a first-year teacher at Laurel Oaks Middle School, where she teaches American history to seventh graders and civics to eighth graders. Karen is 39 years old and was a successful real estate broker prior to becoming a teacher. She attended night school twice a week for the last 2 years to earn her teaching credentials and began the school year with great excitement.

Unfortunately, Cassandra (Cass), Karen's mentor, has seen some of that enthusiasm fade over the first 12 weeks of the school year. One of the most difficult things for Karen has been managing student behavior. She readily admits that she just was not ready to handle the kinds of problems she has had to respond to. Cass and Karen have discussed this concern on three different occasions, with Cass responding to Karen's request for help by offering specific strategies she might want to try.

Today Karen asked Cass to come and observe her fifth-period class, the one that has been, in her words, her "nightmare." Cass was pleased with what she saw. Karen did an excellent job employing the strategies they had discussed in their prior meetings, and most of the students were on task and well behaved. There were still two students whose behavior was not quite where it should be, but Karen, in fact, had asked Cass to keep an eye on those students prior to the classroom visit.

The school day is over, and Cass is on her way to Karen's classroom where they have agreed to meet to discuss today's observation.

Notes:

JOHN

John is a first-year teacher at Sunnydale Elementary School, where he teaches fourth grade. John's mentor, Sharon, is an 8-year veteran teacher who also teaches fourth grade at Sunnydale. John graduated from a small Midwestern college located only 10 minutes from Sunnydale School. In fact, John lives in an off-campus house with three other young men who are in their final year of college. He readily admits that he loved college and campus life and enjoys being able to keep in touch with many of his college friends.

Sharon likes John's enthusiasm and creativity and is confident that he can become a successful classroom teacher. Nonetheless, she is concerned about a number of John's behaviors. For example, because their classrooms are adjacent to one another, Sharon is keenly aware that he has arrived late to school on at least six different occasions, and it is only mid-November. On four of the occasions, Sharon was able to cover for John and protect him from feeling the wrath of the school secretary. Another concern of Sharon's relates to John's less-than-consistent performance in the area of planning, especially for his science lessons. He has openly admitted that science is not his "strong suit." Finally, the ever-growing piles of ungraded student work piling up on a table in the corner of his room suggest to Sharon that he is not committed to providing students with timely feedback on their class work.

Sharon feels that, to this point in time, she has tried hard to encourage and support John by offering suggestions, sharing teaching resources and ideas, and making him feel part of the school family. Recently, she has heard other teachers at Sunnydale saying less-than-complimentary things about John. Sharon has decided to meet with John to discuss his progress.

Notes:

Module 13: Mentoring as a Helping Relationship

Time: **45 minutes**

Materials Needed: **1. Mentor as Growth Facilitator reflection guide**

Media Needed: **1. Slides for Module 13**

Objectives: Participants will be able to

1. Describe at least 5 characteristics of mentor teachers who function as growth facilitators as described by Brammer (1993)
2. Identify specific mentoring attitudes and behaviors related to Brammer's characteristics referred to above
3. Reflect on their current helping relationship behaviors and attitudes as practiced with students, colleagues, family, and friends that are stimulated by quotes from writers and researchers from the helping relationship field
4. Develop and present a 3- to 5-minute creative demonstration that teaches a helping relationship principle or skill

---

Training Sequence:

1. Facilitator introduces the module as the beginning of an exploration of mentors as professional helpers.
2. Facilitator, using a slide, anchors Modules 13-16 on the High-Performance Mentoring Matrix.
3. Facilitator, using slides, introduces Lawrence Brammer's 1993 synthesis of the research on helpers as *growth facilitators.*
4. Facilitator asks each group to pick one of Brammer's seven characteristics and develop a *creative way* of dramatizing a mentoring behavior that would be related to that characteristic. Participants may use a skit, pantomime, role-play, song, poem, puzzle, game, or any other creative device they choose to highlight the behavior. Participants are given 10 minutes to prepare their presentation.

5. Participants deliver their 3- to 5-minute presentations and engage their audience in a quick debriefing session designed to promote reflection and dialogue on the lesson.

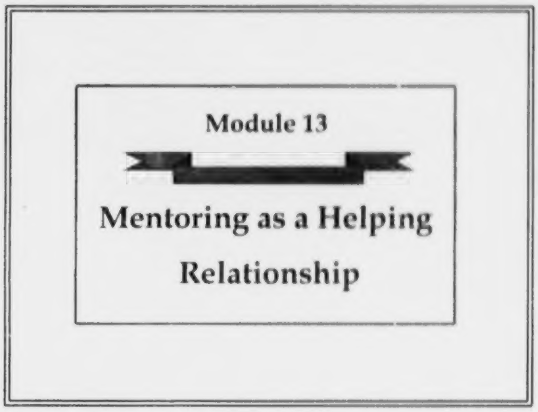
Alternative Approach

As an alternative to steps 4 and 5 above, consider the following instructional sequence:

(4.) Facilitator assigns each group one or more of Brammer's characteristics and refers participants to the Mentor as Growth Facilitator reflection guide on page 76 in their notebook. Facilitator asks each group to identify *specific mentoring behaviors* they believe would be consistent with their characteristic(s).

(5.) Each group makes a 3- to 5-minute presentation in which they describe the behaviors they identified.

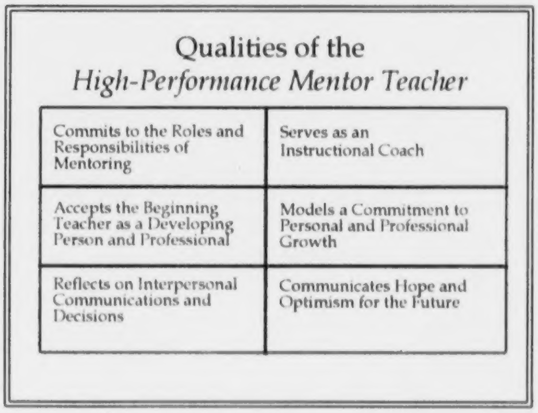
Module 13: Mentoring as a Helping Relationship



Module 13

Mentoring as a Helping Relationship

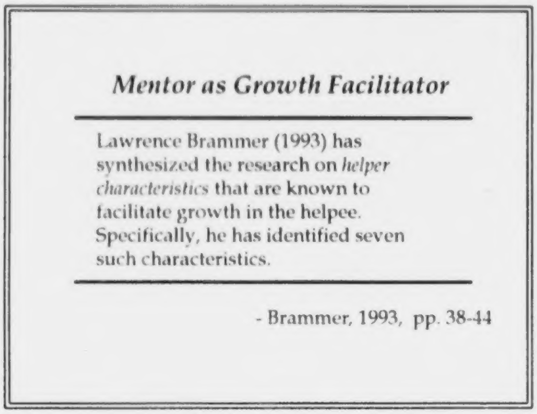
The next four modules focus on mentor teachers as professional helpers. Much is known about the characteristics and behaviors of effective helpers. In Module 13, we begin our exploration of mentoring as a helping relationship.



Qualities of the
High-Performance Mentor Teacher

Commits to the Roles and Responsibilities of Mentoring	Serves as an Instructional Coach
Accepts the Beginning Teacher as a Developing Person and Professional	Models a Commitment to Personal and Professional Growth
Reflects on Interpersonal Communications and Decisions	Communicates Hope and Optimism for the Future

Use this slide to reorient participants to the qualities of the *high-performance mentor.* Point out that the next four modules focus on mentor knowledge, skills, and values expressed in three areas of the High-Performance Mentoring Matrix. This slide specifically highlights the three areas on the matrix.



Mentor as Growth Facilitator

Lawrence Brammer (1993) has synthesized the research on *helper characteristics* that are known to facilitate growth in the helpee. Specifically, he has identified seven such characteristics.

- Brammer, 1993, pp. 38-44

We are going to use Brammer's seven characteristics to provoke our reflections on what we know about effective helping relationship skills. We employ many of these skills daily while working with our students and colleagues. The challenge here is to get in touch with those helping skills and think about the challenge of applying them in a mentoring relationship. By thinking together, we can hopefully reinforce our current knowledge and add some new understandings.

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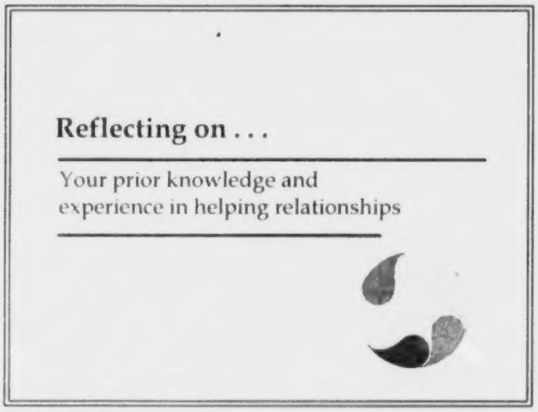
Module 13: Mentoring as a Helping Relationship

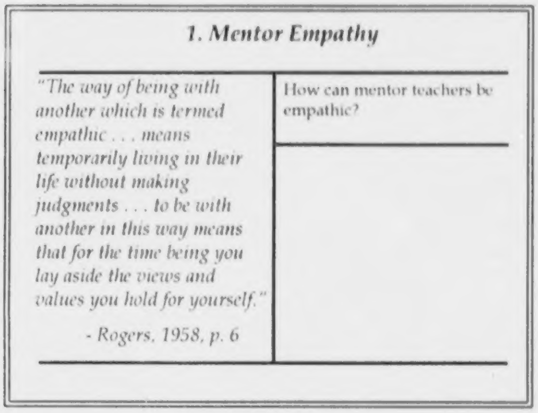


Reflecting on . . .

Your prior knowledge and
experience in helping relationships

Let us review the seven characteristics identified by Brammer. Each characteristic is accompanied by a quote from a person who has written extensively about helping relationships. After we have introduced the seven characteristics, we will take time to think about the answers to the question that appear on the right-hand side of each slide.

Reveal the seven slides without comment. Leave them on the screen long enough for the participants to read them.



1. Mentor Empathy

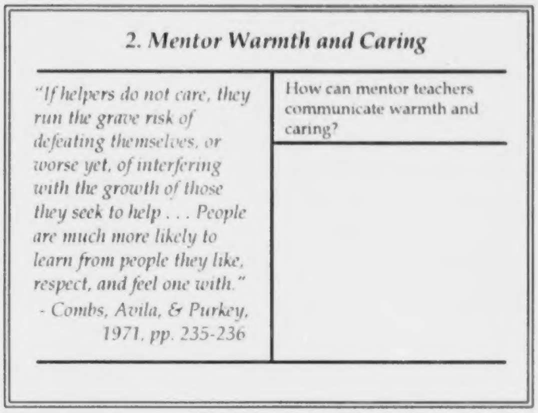
"The way of being with another which is termed empathic . . . means temporarily living in their life without making judgments . . . to be with another in this way means that for the time being you lay aside the views and values you hold for yourself."

- Rogers, 1958, p. 6

How can mentor teachers be empathic?

The commentary on this and the following six slides is to stimulate "your" reflections about the characteristic being featured. Do not feel that it is necessary to share the information unless participants are unclear.

Empathy is often described as being able to "walk in another's shoes" or being able to "see through another's eyes." It is the critical foundation for a helping relationship.



2. Mentor Warmth and Caring

"If helpers do not care, they run the grave risk of defeating themselves, or worse yet, of interfering with the growth of those they seek to help . . . People are much more likely to learn from people they like, respect, and feel one with."

- Combs, Avila, & Purkey, 1971, pp. 235-236

How can mentor teachers communicate warmth and caring?

Warmth and caring are related to empathy. Warmth is most often communicated nonverbally. Smiling, touching, hugging, and communicating concern with facial gestures are all ways of being warm. Caring implies a commitment to help the beginning teacher. Without a caring disposition, mentors are not likely to take appropriate action. When we act on someone's behalf, we demonstrate our caring.

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3. Mentor Openness

"One learns to accept oneself from having been accepted by significant people. Openness to experience . . . and risk taking (result) from association with open, courageous persons." *- Combs, Blume, Newman, & Wass, 1974, p. 93*	How can mentor teachers communicate their openness?

Openness is one of the keys to communicating acceptance. When mentors are open to the thoughts and feelings expressed by their beginning teachers, and when they respond to them without judgment, they create an open atmosphere. Mentors also model openness when they share appropriate and relevant information about their own life experiences. Such sharing is helpful, however, only to the extent that it is used to enhance the growth and development of the beginning teacher.

4. Mentor Positive Regard and Respect

"We cannot help people if we have no faith in their ability to solve their own problems. Respect develops as we learn about the uniqueness and capabilities of helpees." *- Gazda et al., 1991, p. 15*	How can mentor teachers send messages of positive regard and respect?

Mentors who let beginning teachers know they are capable of doing more than they may themselves believe, communicate *positive regard.* In some cases, respect grows from carefully observing beginning teachers as they endeavor to meet their respective challenges. Consequently, mentors can respect a competent beginner experiencing few difficulties as well as a less-competent beginner persisting in his efforts to overcome a significant challenge.

5. Mentor Concreteness and Specificity

"A key facilitating condition for . . . clear communication is the helper's attempt to be specific rather than general or vague. The effective helper models concreteness but also confronts the helpee about specificity and clarity." *- Brammer, 1993, p. 43*	How can mentor teachers communicate in a concrete and specific manner?

Effective communication skills such as using "I" messages, paraphrasing, and summarizing, represent ways in which mentors can communicate specifically while striving to clearly understand the beginning teacher. Effective mentors also help their beginning teachers move from the general to the specific in describing problems. Many individuals in crisis tend to use vague language to describe situations that need to be made concrete if a helpful solution is to be found.

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6. Mentor's Communication Competence

"Communication is a problem of interaction . . . It is necessary to be not only effective senders, but to also be attentive listeners. People must know how to listen."

- Combs, Avila, & Purkey, 1971, p. 269

How can mentor teachers let their beginning teachers know that they are truly listening?

Effective listening is more than a collection of technical skills or behaviors. Fundamentally, it is the process of sending a powerful message to the beginning teacher that says "I am with you in this moment and I am dedicated to understanding all that you say and don't say." In this way, listening is, in effect, a search for meaning. The best mentors have the ability to temporarily suspend their personal opinions and judgments and focus their attention on the beginning teacher.

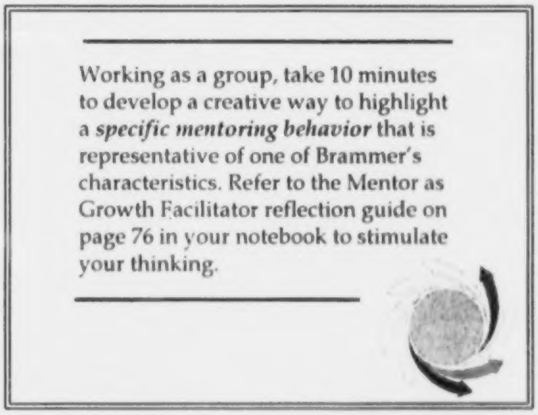
7. Mentor's Intentionality

"By a helping relationship, I mean a relationship in which at least one of the parties has the intent of promoting the growth, development, maturity, improved functioning, improved coping with life of the other."

- Carl Rogers, 1958, p. 8

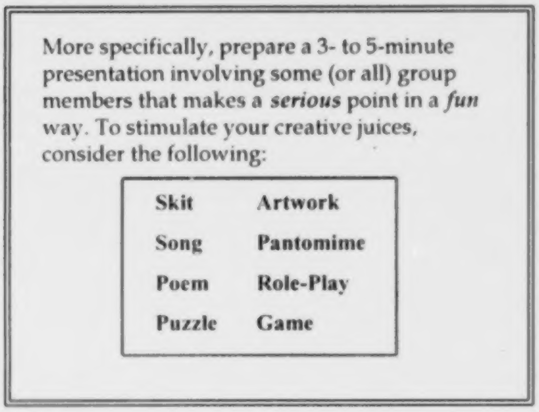
How can mentor teachers make clear their positive intentions?

This quote by Carl Rogers offers a wonderful goal for mentor teachers to pursue. Intentions not backed by congruent action soon become hollow statements. Mentors express their intent to help when they find the time to do what is necessary to promote the growth and development of the beginning teacher. In this way, intent is highly related to the *High-Performance Mentoring* quality of *commitment*.



Working as a group, take 10 minutes to develop a creative way to highlight a ***specific mentoring behavior*** that is representative of one of Brammer's characteristics. Refer to the Mentor as Growth Facilitator reflection guide on page 76 in your notebook to stimulate your thinking.

Teachers will respond positively to this activity if they are clear about the expectations. The next slide provides more information. Accompanied by your encouragement, they should be willing to have some fun. For example, a group that picks or is assigned *communication competence* may decide to highlight the active listening skill of *attending* to the person. They might, for example, develop a 2-minute role-play that uses humor to make the point.



More specifically, prepare a 3- to 5-minute presentation involving some (or all) group members that makes a ***serious*** point in a *fun* way. To stimulate your creative juices, consider the following:

Skit
Song
Poem
Puzzle
Artwork
Pantomime
Role-Play
Game

Use this slide to give the groups some ideas of what they might do. Make clear that there are two steps: 1) Pick the point you want to make about the Brammer characteristic your group has picked (or was assigned), and 2) create a way to make that point with your colleagues!

Action!

Allow each group 3 to 5 minutes to make their presentation and a couple of minutes to process it with their colleagues. Monitor the time and keep the show rolling.

Mentor as Growth Facilitator

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Module 14: Types of Mentee Requests for Help

Time: **45 minutes**

Materials Needed: **1. Request for Help Quiz**

Media Needed: **1. Slides for Module 14**

Objectives: **Participants will be able to**

1. Describe the four types of requests for help as identified by Gazda and associates (1991)
2. Discuss appropriate mentor responses to a *request for understanding*
3. Identify at least three types of requests for help that constitute a *request for inappropriate interaction*
4. Categorize written examples of mentee requests for help using the Gazda framework
5. Reflect on their personal requests for help and what constitutes a helpful response

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Training Sequence:

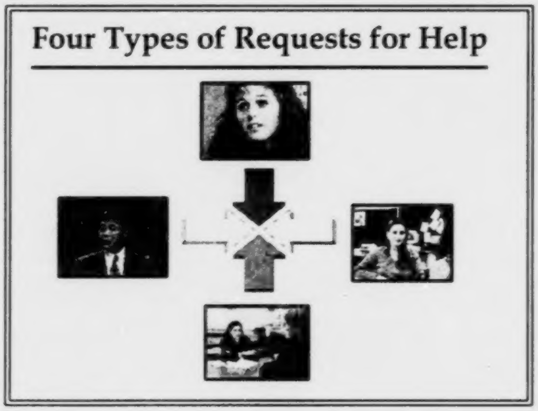
1. Facilitator introduces the module by explaining that it will continue the exploration of helping relationship skills introduced in Module 13 by focusing on the four types of requests for help mentors can anticipate from beginning teachers.
2. Facilitator introduces the four types of requests one by one and invites participants to provide specific examples of each that might come from a beginning teacher.
3. Facilitator, using slides, encourages participants to think about the types of helping responses that are called for when there is a *request for understanding*.
4. Facilitator engages participants in reflecting on what types of beginning teacher requests might be classified as *requests for inappropriate interaction*.
5. Participants work in groups to complete the Request for Help Quiz. Facilitator reveals the quiz answers and promotes a whole-group discussion.

Module 14: Types of Mentee Requests for Help

Module 14

Types of Mentee Requests for Help

In this module, we will take a closer look at interpersonal communication in helping relationships by reflecting on the types of requests for help a mentor can expect from a beginning teacher.



Four Types of Requests for Help

More specifically, we will examine a framework that identifies four types of requests for help. The framework was developed by Gazda and associates (1991). Understanding the framework can help mentors reflect on how to best respond to the beginning teacher's request for help.

As soon as a helpee speaks to you, you begin to assess the situation. Even though you may not be aware of it, in your mind you seek answers to questions such as:

What does this person need?

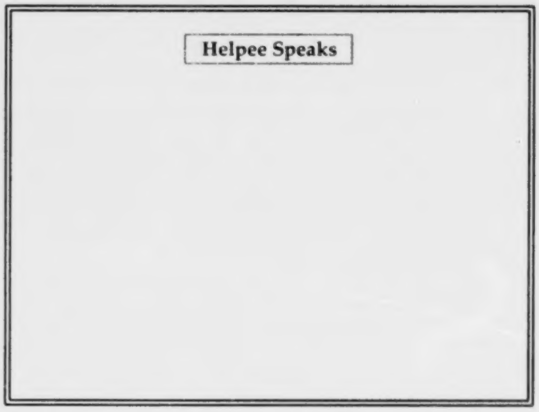
What does this person want from me?

What can I do for this person?

- Gazda, et al., 1991

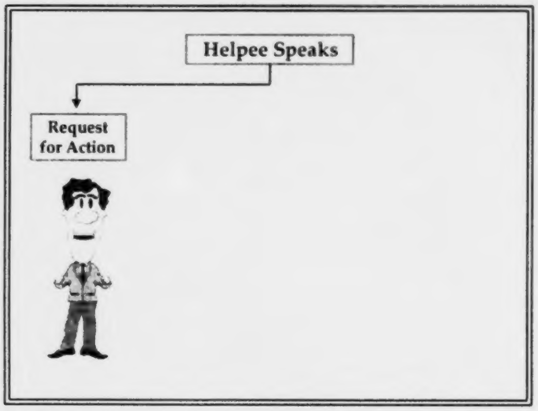
Effective helpers are more consciously aware of these questions. They carefully listen to and observe the verbal and nonverbal messages the helpee is sending. They are cautious about rushing to act or give advice.

Module 14: Types of Mentee Requests for Help



Helpee Speaks

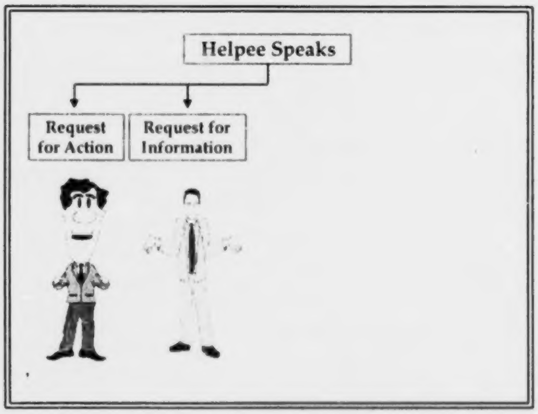
Inform participants that you are going to introduce each of the four types of requests for help. Invite them to quickly give several examples of a specific request a beginning teacher might make that would be exemplary of each type of request. Consider asking each group to provide one example for each type of help identified.



Helpee Speaks

Request for Action

The first type of request is a *request for action*. Ask participants to suggest some examples of requests for action a mentor might expect from a beginning teacher. Examples: "Could you observe my class tomorrow?" "Can you watch my class for a few minutes while I run to the copy machine?"



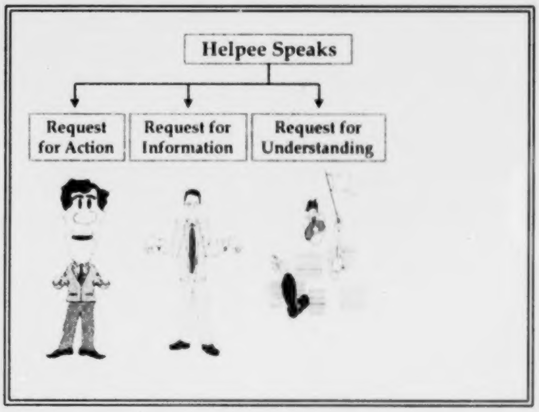
Helpee Speaks

Request for Action

Request for Information

The next type of request is a *request for information*. Again, ask participants to quickly volunteer some examples. Examples: "Is there an assembly this afternoon?" "How many parents should I expect for open house?" "How do I order supplementary materials for my classroom?"

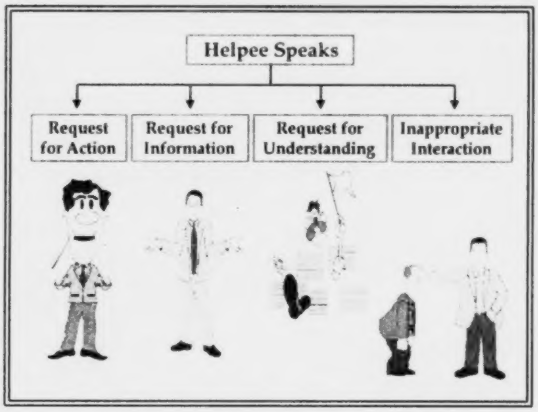
Module 14: Types of Mentee Requests for Help



Helpee Speaks

- Request for Action
- Request for Information
- Request for Understanding

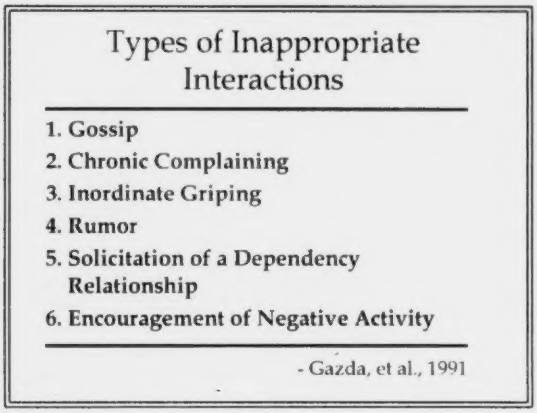
The third type of request for help is a *request for understanding*. Ask participants to volunteer some examples. Point out that this type of request for help is sometimes more difficult to detect and may come *disguised* as a request for action or information. Some examples include: "I feel like I do not have a personal life anymore" or "When does teaching get easier?" or "I was not prepared for all the work I am doing."



Helpee Speaks

- Request for Action
- Request for Information
- Request for Understanding
- Inappropriate Interaction

The fourth and final type of request is a *request for an inappropriate interaction*. Participants may be unclear about this type of request. Give them the opportunity to try a few examples. Use the next slide to categorize their examples.



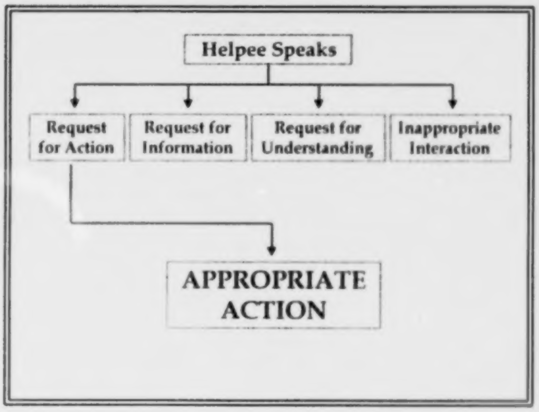
Types of Inappropriate Interactions

1. Gossip
2. Chronic Complaining
3. Inordinate Griping
4. Rumor
5. Solicitation of a Dependency Relationship
6. Encouragement of Negative Activity

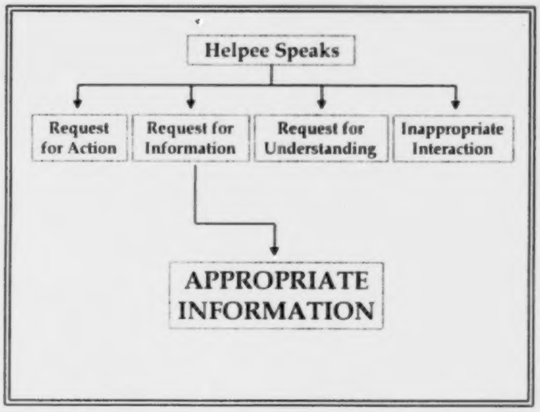
- Gazda, et al., 1991

Use this slide to validate or stretch the thinking of participants with regard to inappropriate interactions. Help them see their examples as being illustrative of one or more of the types of inappropriate interactions identified by Gazda and his associates.

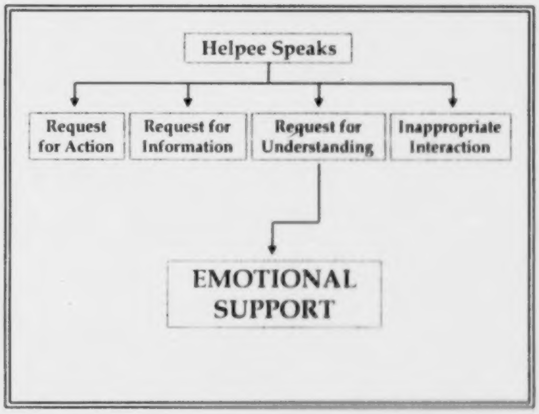
Module 14: Types of Mentee Requests for Help


Helpee Speaks
Request for Action
Request for Information
Request for Understanding
Inappropriate Interaction
APPROPRIATE ACTION

If the request for action is reasonable, and if the mentor has the time and skill to help, then action is the appropriate response. Ask participants to suggest one or two scenarios where action might not be appropriate. The list of kinds of inappropriate interactions may provide some clues. Example: The beginning teacher is requesting repeated actions that suggest dependency.

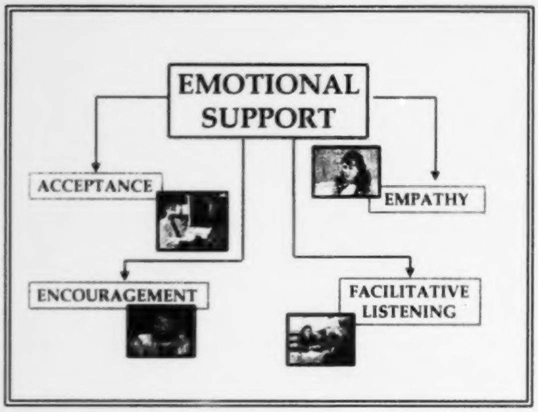

Helpee Speaks
Request for Action
Request for Information
Request for Understanding
Inappropriate Interaction
APPROPRIATE INFORMATION

Providing information in a prompt and thoughtful manner is, of course, the best type of help when the information is requested. In the next module, we will examine some of the mistakes mentors can make in attempting to respond to a request for information. Ask participants if they can predict what a couple of not-so-helpful responses might be.


Helpee Speaks
Request for Action
Request for Information
Request for Understanding
Inappropriate Interaction
EMOTIONAL SUPPORT

The challenge with this type of request is that beginning teachers make this type of request in ways that are sometimes difficult to interpret. Rarely do people begin a request for understanding by saying, "I need some understanding. Can you help me?" Instead, the request is articulated with nonverbal messages or with an expression of anger, frustration, disillusionment, or disappointment.

Module 14: Types of Mentee Requests for Help



EMOTIONAL SUPPORT

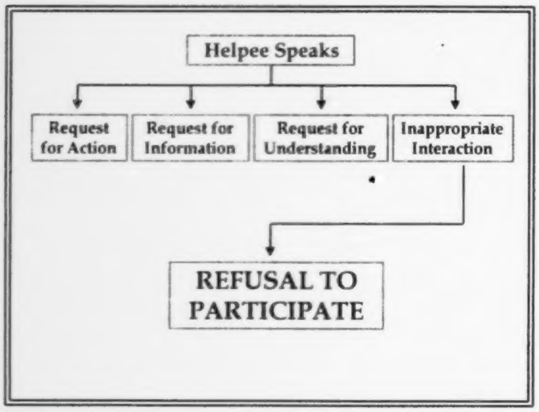
ACCEPTANCE

EMPATHY

ENCOURAGEMENT

FACILITATIVE LISTENING

Use this slide to remind participants of the kind of mentoring behaviors that are appropriate in responding to a request for understanding.



Helpee Speaks

Request for Action

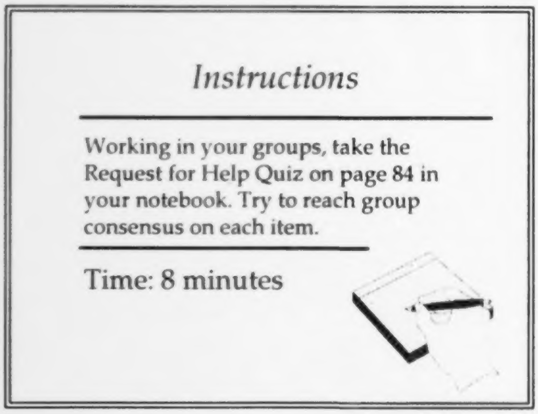
Request for Information

Request for Understanding

Inappropriate Interaction

REFUSAL TO PARTICIPATE

If the request is for an inappropriate interaction, the best response is a refusal to participate. This, however, is easier said than done. Mentors must be careful not to embarrass the beginning teacher. Silence can be interpreted as agreement and is not a recommended response. Perhaps the best response is to acknowledge the teacher's concern in a diplomatic or humorous way, and then make it clear that you are not interested in talking about the topic.



Instructions

Working in your groups, take the Request for Help Quiz on page 84 in your notebook. Try to reach group consensus on each item.

Time: 8 minutes

Encourage participants to work together to choose the best answer for each item. This activity should lead to rich dialogue and some healthy debate. If a group cannot agree on a single answer, tell them to list the second choice in parentheses. If frustration builds in a group, remind them that this is not about *right answers*, but rather about building a framework to promote reflection on the different types of needs of beginning teachers.

Module 14: Types of Mentee Requests for Help

Processing your . . .

Answers to the ***Request for Help Quiz***

1. II
2. RU/RI
3. RU/RI
4. RI
5. RU/RI
6. RA
7. RI/RA?
8. II

Reveal the answers to the quiz and facilitate a whole-group discussion of the participants' answers.

Request for Help Quiz

INSTRUCTIONS: Identify each of the following items as a Request for Action (**RA**), a Request for Information (**RI**), a Request for Understanding (**RU**), or an Inappropriate Interaction (**II**). In some cases, you may feel that two answers are justified. This exercise is complicated because we are working only with the written word. In reality, there are many verbal and nonverbal clues that can help determine the true nature of the request.

_____1. Mentee to Mentor: "What is up with Mr. Jones? Every time I pass his classroom, his students are out of control, and he is at his desk just ignoring their behavior. Is he burnt out or what?"

_____2. Mentee to Mentor: "When a student asks me a question I don't know the answer to, I just panic inside. My professors told me not to worry and just say 'I don't know.' But I do worry because I feel I should know."

_____3. Mentee to Mentor: "A representative from the teacher's organization met with me today during my plan period. I just don't know whether to join or not. I really don't believe in strikes."

_____4. Mentee to Mentor: "Are we required to send home an interim report if a student is earning a D?"

_____5. Mentee to Mentor: "Several of my students are really struggling with long division. They bombed my last quiz."

_____6. Mentee to Mentor: "The copy machine was down this morning, and I have to copy my test for fifth-period. Can you sit in on my class until I get there?"

_____7. Mentee to Mentor: "I was talking to Ellen yesterday, and she said that mentors are supposed to observe their mentee's teaching at least four times."

_____8. Mentee to Mentor: "Did you see Mr. King's reaction yesterday when I offered my suggestion for parents' night?"

Module 15: Helpful and Not-So-Helpful Responses

Time: **30 minutes**

Materials Needed: **None**

Media Needed: **1. Slides for Module 15**

Objectives: Participants will be able to

1. Describe at least five *verbal villains* as identified by Gazda et al. (1991)
2. Reflect on personal experiences with ineffective communication styles and behaviors
3. Explain how verbal villains, when controlled, can be effective tools in a helping relationship
4. Develop sample statements representative of each of the verbal villains

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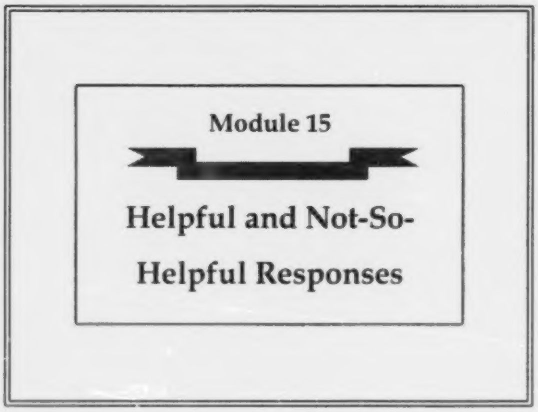
Training Sequence:

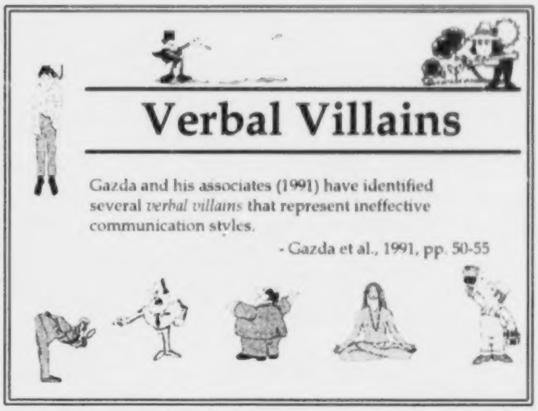
1. Facilitator opens the module by introducing the concept of verbal villains and how they can contribute to ineffective communication in a mentor-mentee relationship.
2. Facilitator, using slides, introduces each of Gazda's verbal villains and invites participants to reflect on their personal experiences with this type of communication.
3. Facilitator challenges participants to reflect on how each verbal villain might be controlled and used to provide help to a beginning teacher.
4. Facilitator concludes module by informing participants that they will have an opportunity to search for verbal villains in the video case study they will watch in the next module.



Module 15

Helpful and Not-So-Helpful Responses

As a way of improving our communications with others, it can be instructive to think of behaviors that are best avoided. In this module, we are going to be introduced to a number of ineffective communication styles that mentor teachers would be well advised to avoid.

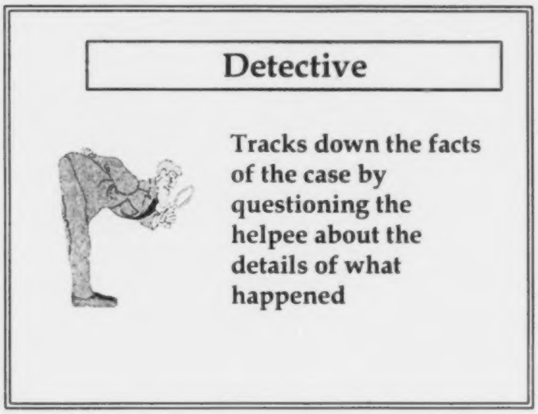


Verbal Villains

Gazda and his associates (1991) have identified several *verbal villains* that represent ineffective communication styles.

- Gazda et al., 1991, pp. 50-55

The communication behaviors we are going to reflect on in the next few slides become villainous when mentors allow the behavior to dominate their mentoring responses. When this occurs, the focus transfers from concern for the mentee to concern for the mentor and his or her agenda. No doubt, you will recognize many of the villains from your interactions with others. If you are honest, you might even recognize one you know on a personal basis.



Detective

Tracks down the facts of the case by questioning the helpee about the details of what happened

Many of the verbal villains don't have to be villains. For example, any good helper needs to acquire pertinent information in order to provide support and guidance. When does a little good detective work, however, become an ineffective communication style?

Avoiding questions that begin with the word why is one way to make questions less accusatory. Also, too many questions about specific details leave mentees feeling as if you are looking for evidence to indict them.

Magician

Tries to help by making the problem smaller or making it disappear

Have you experienced the magician approach to helping? What does it feel like to be told "Don't worry, that is not a problem" or "Trust me, you are worried about nothing"? When and how might a little magic be helpful?

Beginning teachers, because they are inexperienced, can sometimes imagine that a problem is more serious than it really may be. Although mentors must respect the mentee's reality, helping the mentee try to put such problems in perspective can be a worthwhile effort.

Drill Sergeant

Tells the helpee what to do

Gives orders based on what he or she believes is necessary to solve the problem

This approach is especially villainous for many beginning teachers who have a high need to be self-directing professionals. Most people resent being told what to do, especially if the advice is unsolicited. High-performance mentors strive to help their mentees make their own professional decisions. Can you, however, think of a situation, real or imagined, where telling someone what to do (or not to do) might be helpful? Remember the directive side of the Mentoring Behavior Continuum.

Hangman

Tries to help by pointing out how the helpee caused the problem by his or her own actions

The Hangman is a particularly painful villain. Caring mentors do not send "I told you so" or "If only you would have listened to me" messages. Mentees will frequently detach from a mentor they perceive as a Hangman. Can you recall the last time you encountered this villain? How did it make you feel? What is your current relationship with that person?

With great diplomacy and subtlety, it is possible to help a mentee see that their actions may have contributed to a current dilemma.

Guru

Employs proverbs and clichés in an effort to share his/her wisdom

Most beginning teachers do not need or want a mentor teacher who behaves like their personal guru. Responding to someone's personal concerns with cliché responses and "pearls of wisdom" is rarely helpful. Conversely, mentor teachers do possess valuable wisdom of practice that can be invaluable to their mentees if delivered in a genuine and respectful manner.

Historian

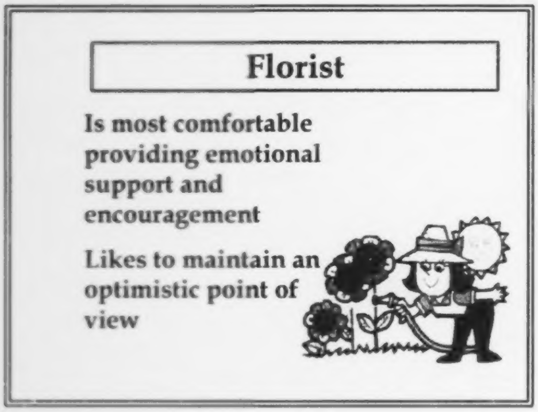
Prefers to use stories from his/her own past as a primary helping strategy

Certainly we are all very familiar with this character. Imagine a mentee searching for help on how to deal with a challenging parent and getting a long story about the mentor's "parent from hell." It doesn't take long for the mentee to realize that this may be therapeutic for the mentor, but it is not personally helpful. The challenge is to share an appropriate short story, communicate empathy, and then refocus on the mentee and his or her issues.

Sign Painter

Likes to help by assigning labels to people and problems

Mentors are well advised to avoid this verbal villain who spends far too much time in many schools. In addition to the many roles they play, mentors can be powerful role models for beginning teachers. Using labels to refer to fellow faculty members, administrators, parents, or students, although it may be self-gratifying, is hardly helpful to a beginning teacher.

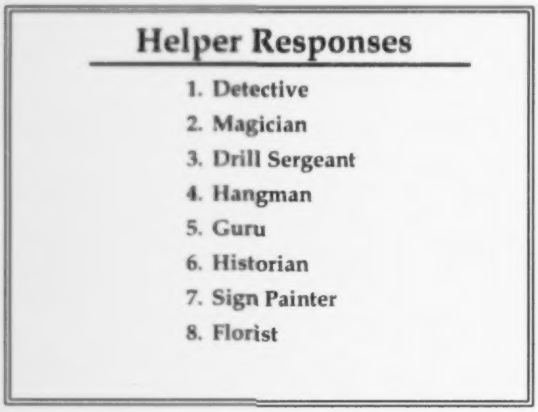


Florist

Is most comfortable providing emotional support and encouragement

Likes to maintain an optimistic point of view

Encouragement and praise are powerful forces mentors can use to support the development of their mentees. Remember that many beginning teachers will be in the survival stage during their first year and will be needing validation and approval. The villain appears when praise becomes a device for keeping things sweet and avoiding the uncertainty and discomfort that can accompany addressing real problems or unresolved issues.



Helper Responses

1. **Detective**
2. **Magician**
3. **Drill Sergeant**
4. **Hangman**
5. **Guru**
6. **Historian**
7. **Sign Painter**
8. **Florist**

Use this slide to conclude the module and inform participants that we will be looking for verbal villains in our next video case study.

Module 16: Helping Relationships: Theory to Practice

Time: **45 minutes**

Materials Needed:

1. **Video Case Number 2: Monica and Soammy background reading**
2. **Helping Relationship Observation Guide**

Media Needed:

1. **Slides for Module 16**
2. **Volume II Videotape cued to Video Progam 8:** ***Video Case Number 2: Monica and Soammy***

Objectives: **Participants will be able to**

1. Apply three theoretical perspectives on effective communication in a helping relationship to a videotaped conference between a mentor teacher and a beginning teacher
2. Collect specific nonverbal and verbal communication data to determine the type(s) of request(s) for help being made by a beginning teacher
3. Defend a personal hypothesis on whether a mentor teacher effectively matched her helping responses to the request for help made by a beginning teacher
4. Determine the presence or absence of verbal villains in the observed conference

---

Training Sequence:

1. Facilitator introduces the module by explaining that it presents an opportunity to apply the three theoretical perspectives on effective communication in a helping relationship to a specific case of mentor-mentee conferencing.
2. Participants read and discuss, in their groups, the background reading that supports the video case they are about to observe.
3. Facilitator encourages and guides a preobservation discussion of the case, based on the background reading.

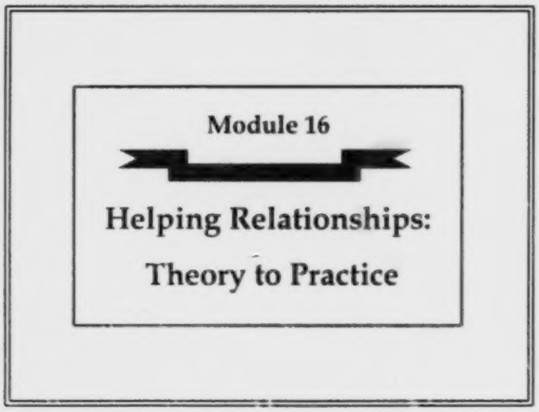
4. Participants prepare for the video by reviewing the four questions on the Helping Relationship Observation Guide.

5. Participants observe the video and take notes to support their answers to the four questions on the Observation Guide.

6. Participants process their observations in their groups.

7. Facilitator guides a whole-group discussion to conclude the module.

Module 16: Helping Relationships: Theory to Practice

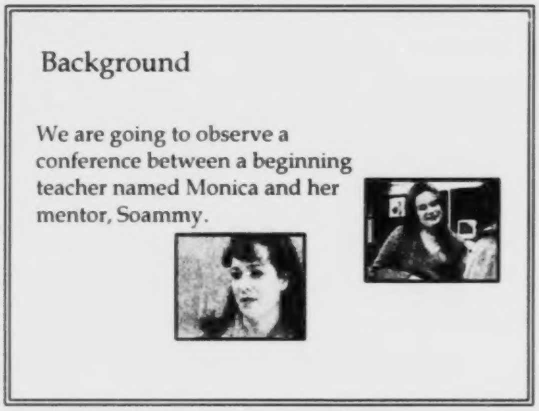


Module 16

Helping Relationships:

Theory to Practice

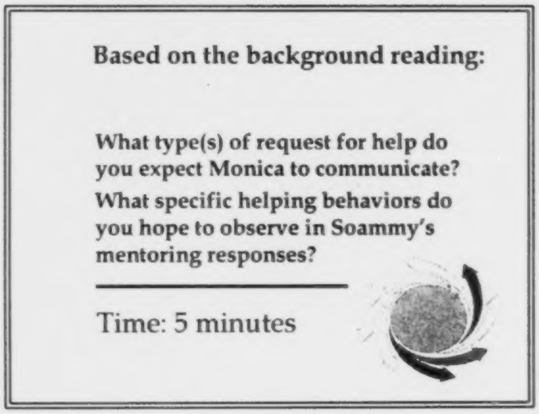
In this module, we are going conclude our reflections on mentors as professional helpers. We will do so by observing a conference between a mentor and beginning teacher and by processing their conversation in light of the theoretical perspectives we have explored in the preceding three modules.



Background

We are going to observe a conference between a beginning teacher named Monica and her mentor, Soammy.

Turn to page 92 in your notebook and read the background information on the case study we are about to examine from a helping relationship perspective.



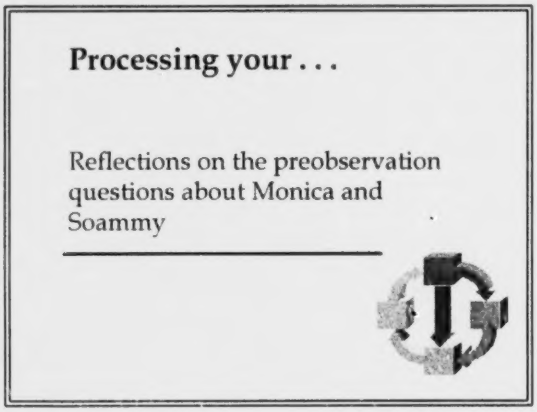
Based on the background reading:

What type(s) of request for help do you expect Monica to communicate?

What specific helping behaviors do you hope to observe in Soammy's mentoring responses?

Time: 5 minutes

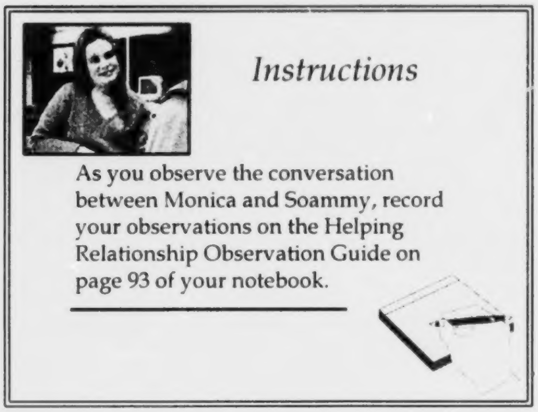
Provide participants with 5 minutes to read and reflect on the background reading. Encourage them to think about the two questions posed on this slide.



Processing your . . .

Reflections on the preobservation questions about Monica and Soammy

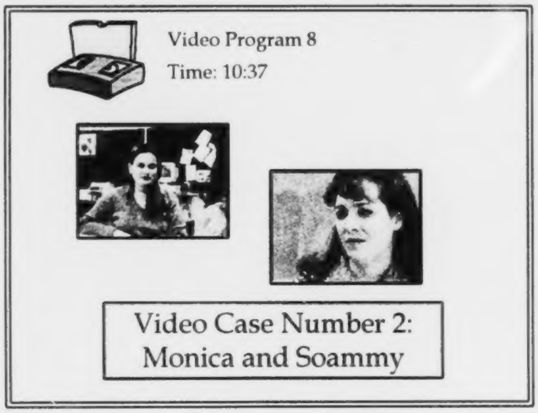
Facilitate a whole-group discussion by calling on volunteers to share their thoughts on the conference they are about to observe. If the participants fail to connect their comments to the three preceding modules, encourage them to do so.



Instructions

As you observe the conversation between Monica and Soammy, record your observations on the Helping Relationship Observation Guide on page 93 of your notebook.

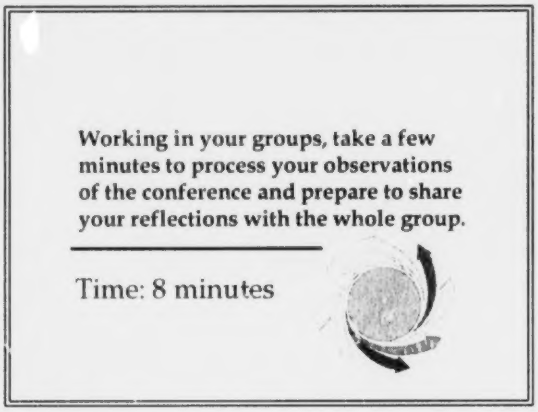
Review the Helping Relationship Observation Guide with the participants, giving them a couple of minutes to digest the assignment. Tell them that each group is responsible for having specific responses to each of the four questions, and that they can take a couple of minutes to plot their observation strategies. Do they want to divide the questions among the group members or do they all want to look for data related to all four questions?



Video Program 8
Time: 10:37

Video Case Number 2:
Monica and Soammy

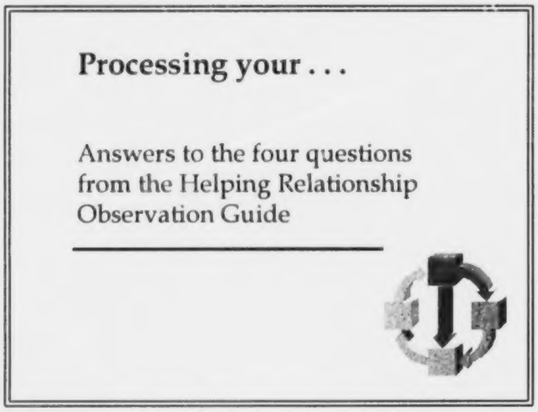
Encourage participants to get into a *clinical* mode of thinking and carefully diagnose this conversation from the perspectives suggested on the Helping Relationship Observation Guide located on page 93 in their notebooks. Start the tape.



Working in your groups, take a few minutes to process your observations of the conference and prepare to share your reflections with the whole group.

Time: 8 minutes

Consider monitoring the group conversations to get a feel for the participants' reactions and to prepare for processing the whole-group discussion.



Processing your . . .

Answers to the four questions from the Helping Relationship Observation Guide

Facilitate a whole-group discussion by asking participants to share their answers. In a gentle way, require that they support their answers with specific observations of Monica and Soammy's verbal and nonverbal exchanges.

Video Case Number 2: Monica and Soammy

Monica is a fourth-grade teacher who cannot believe her good fortune. Not only does she have her first *real* teaching job, but she also has a mentor teacher who, like herself, is a native Puerto Rican. Soammy has been teaching primary-age children at Edison Elementary School for 6 years. For the past 3 years, she has enjoyed mentoring beginning teachers like Monica as well as working with student teachers from a nearby university.

Mentoring Monica has triggered many memories—good and bad—of her own first year of teaching. In many ways, Soammy sees herself in Monica. Both attended private elementary and secondary schools in Puerto Rico before moving to the States to attend college, and both chose to remain in the States to begin their teaching careers at Edison. With so much in common, especially their Puerto Rican heritage, Monica and Soammy have developed a personal as well as a professional relationship.

Monica does not yet have a car, so Soammy drives her to and from school each day, a routine that has accelerated their friendship. Being able to observe Monica's before- and after-school moods has provided Soammy with valuable insight into the beginning teacher's daily experience. Over the last 3 days, Soammy has become increasingly concerned that Monica is struggling with a problem or issue that she is reluctant to share. So far, Soammy has chosen not to question her young friend about her sullen temperament.

Monica has recently been asked to be in a friend's wedding in Puerto Rico and is looking forward to the long weekend back home. Soammy feels that the opportunity for Monica to take a brief break from the first-year pressures could not have come at a better time. Her only regret is that she cannot accompany her young friend.

Today Soammy hopes to find an opportunity to uncover the cause of Monica's recent change in mood. She would like to provide any support that might allow Monica to travel home with a fresh perspective and renewed confidence.

Helping Relationship Observation Guide

INSTRUCTIONS: As you observe the conversation between Monica and Soammy, look for ***specific evidence*** you could use to defend your answers to the following questions.

---

1. **What *request(s) for help (information, action, understanding, or inappropriate interaction)* did Monica bring to the conference? What evidence, verbal and/or nonverbal, supports your answer?**

2. **Were Soammy's mentoring responses appropriate to Monica's requests for help? Be prepared to defend your answer.**

3. **In what specific ways did Soammy model (or fail to model) Brammer's characteristics of** *effective growth facilitators?* **Refer to pages 76-77 in your notebook.**

4. **Was Soammy a *verbal villain*, or did she control the villains and use them in a helpful way? Again, be specific.**

Module 17: Mentoring: The Missing Analogue

Time: **45 minutes**

Materials Needed: **The Law School reading**

Media Needed: **1. Slides for Module 17**

Objectives: **Participants will be able to**

1. Analyze analogies created by beginning teachers to characterize the experience of working with a mentor teacher

2. Develop generalizations about a group of beginning teachers and their first-year experience based on their analogues

2. Identify the factors that have historically deterred many mentor teachers from becoming involved in the coaching process

3. Value the role of mentor teacher as instructional coach

Training Sequence:

1. Facilitator provides background information on the mentoring analogues they are about to reflect on.

2. Participants analyze the beginning teacher analogies and discuss their implications for mentoring.

3. Facilitator points out that none of the analogies referred to mentors as coaches. Participants reflect on the many reasons that may be responsible for this missing analogue.

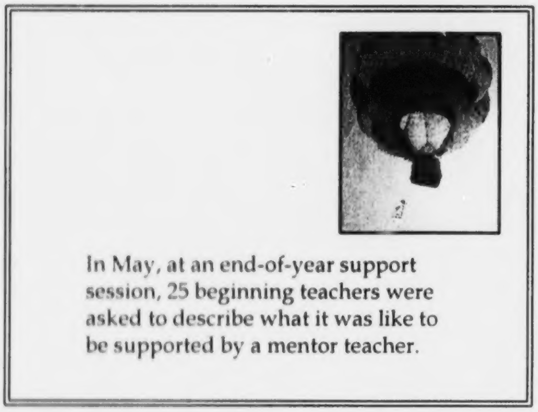
4. Facilitator asks participants to read The Law School reading on page 97 of their notebooks and encourages participants to reflect on the reading as an analogue for entry-year teacher development.

Module 17

Mentoring:

The Missing Analogue

Do not introduce this module as the beginning of the exploration of the role of mentor teacher as an instructional coach. You will give participants an opportunity to come up with that observation through the following activity.



In May, at an end-of-year support session, 25 beginning teachers were asked to describe what it was like to be supported by a mentor teacher.

The beginning teachers were given 5 minutes to work in small groups and choose a simile to describe their experience of being supported by a mentor teacher.

Having a mentor teacher has been like . . .

Invite participants to offer their thoughts regarding the responses of the beginning teachers. Encourage them to offer their own ideas as similes. For example, being supported by a mentor teacher was like having an "adventure guide."

After you have taken several guesses from the audience, reveal the beginning teachers' responses. Ask participants to hold their comments until all responses have been revealed.

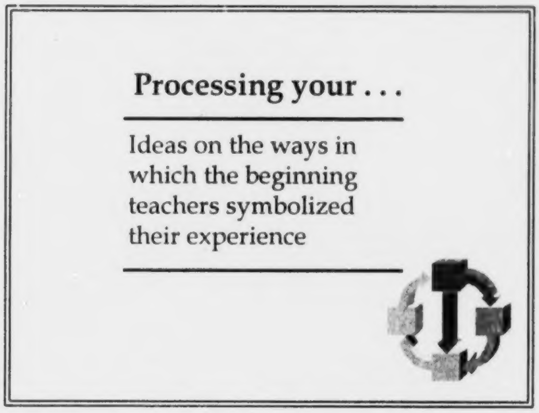
Having a mentor teacher has been like having . . .

- ☐ ***a psychologist on call***
- ☐ ***cheap therapy***
- ☐ ***a favorite stuffed animal***
- ☐ ***a guide dog***
- ☐ ***an umbrella with a hole in it***
- ☐ ***a safety net***
- ☐ ***a life preserver***
- ☐ ***a security blanket***
- ☐ ***a personal guru***
- ☐ ***a second mother***

This slide is not in the *Participant's Notebook*. As participants reflect on the beginning teachers' responses, ask the following questions:

1. *What generalizations would you make about these beginning teachers' experiences in a mentoring relationship?*

2. *Is there a missing analogue that you wish beginning teachers would have used in describing their experience?*



Processing your . . .

Ideas on the ways in which the beginning teachers symbolized their experience

Facilitate a whole-group discussion focused on the two questions they were asked to discuss. The point you want to make here (if a participant does not make it for you) is that none of the teachers referred to their mentor as a *coach*. Ask participants to offer their explanations for why they did not. Be prepared to share your own thoughts.

---

1. The beginning teachers' social-emotional needs were more important than their instructional needs.
2. The mentees were coached but placed greater value on other types of support.
3. Their mentors were not prepared or encouraged to serve in the role of instructional coach.
4. The mentoring program did not include classroom coaching in its expectations for mentors.
5. No time was made available to support the coaching process.
6. The local teachers' association prohibits mentors from observing their mentee's classroom performance.
7. The culture of the schools did not support having teachers observe each other's classroom practices.

This slide offers a few hypotheses on the topic. Invite participants to react to the various hypotheses. Ask them which ones, if any, seem to be significant factors.

Read The Law School reading on page 97 of your notebook. In your small groups, discuss the implications of the reading as an analogue for entry-year teacher support and development.

Time: 5 minutes

Inform participants that this reading is an excerpt from a recruitment brochure describing the University of Michigan Law School. Remind them that Michigan has one of the top law schools in the nation.

Processing your . . .

Reflections on The Law School reading

The Law School

The Law School is very much a professional school. But it is distinctly not a vocational school. Students are not trained to perform many, or even most, of the tasks that its graduates may be called upon to perform as lawyers, and should not expect to be fully prepared to deliver a wide range of legal services on the day of graduation. Students may acquire or begin to develop some practical or technical skills and may gain confidence in their ability to perform as lawyers. Our practice-oriented courses and clinics provide, however, only an introduction to skills and a framework for practice which can only be defined through years of experience. The majority of our graduates join law firms where numerous opportunities exist for skill development under the supervision of experienced practitioners who share with the novitiate responsibility for the quality of service rendered. Michigan, more than many other law schools, seeks to provide students with the intellectual and theoretical background with which an attorney can undertake a more reflective and rewarding practice. It is felt that too much haste or emphasis on vocational skills, without a broader and more critical view of the framework in which lawyering occurs, runs the risks of training technicians instead of professionals.

Source: Pinar (1989), p. 12.

Module 18: Instructional Coaching: An Introduction

Time: **30 minutes**

Materials Needed: **1. The Good Coach Reflection Guide**

Media Needed: **1. Slides for Module 18**

Objectives: Participants will be able to

1. Reflect on personalized knowledge of the coaching process based on their prior experiences as performers and coaches
2. Compare and contrast the coaching of a beginning teacher with coaching in other professions and fields of human endeavor
3. Appreciate that coaching for classroom success involves more than teaching technical skills
4. Process personal conceptions of the *good coach* through the *levels of skill development framework* (Blanchard, 1993)

Training Sequence:

1. Facilitator introduces dictionary definitions of coaching and invites participants to reflect on their own experiences with coaching in the performing arts and athletics.
2. Participants reflect on and discuss personal conceptions of the good coach.
3. Facilitator, using slides, introduces the *Four Levels of Skill Development* as described by Blanchard (1993).
4. Participants examine a list of commonly employed coaching strategies and consider their potential application to the coaching of a beginning teacher.

Module 18

Instructional Coaching:

An Introduction

In Module 18, we begin our preparation for the high-performance mentoring role of instructional coach. In this and and the next four modules we are going develop skills and knowledge in the coaching process as it applies to beginning teachers. In many respects, these modules represent a comprehensive introduction to the clinical cycle of coaching support. Throughout this part of the workshop, we will be applying what we learn by observing and discussing a beginning teacher named Melissa and her mentor, Kevin.

Coaching Defined

Many dictionaries suggest that to coach is:

- ✓ *To Teach*
- ✓ *To Train*
- ✓ *To Tutor*

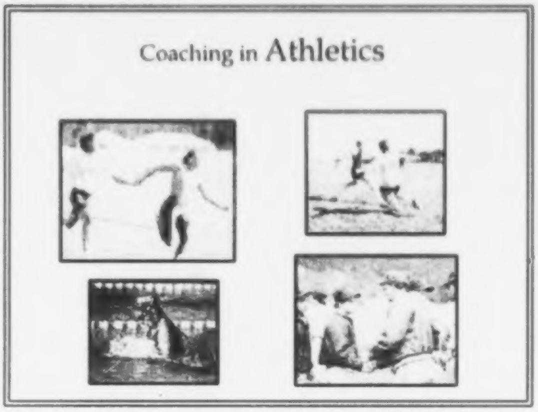
Before we begin taking a look at the specific stages of the coaching process, let us take a few minutes to acknowledge that many of you have significant prior knowledge about coaching, some of which is transferable to coaching a beginning teacher for classroom success. Let us take a few minutes to compare and contrast instructional coaching with our knowledge of coaching in other areas. Clearly, there are similarities and differences.

Coaching in the Performing Arts

From coaching
to concerts

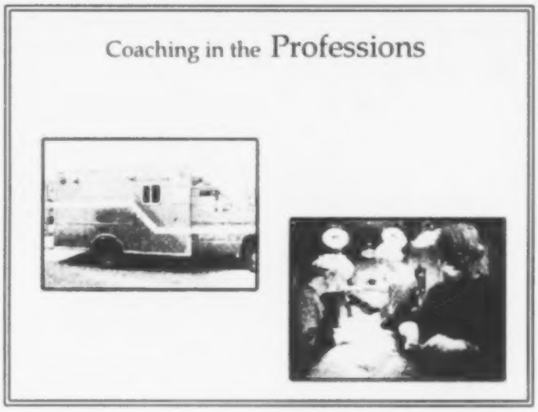
How many of you have coached performing artists such as musicians, singers, dancers, or actors? What kinds of specific things do you have to do to coach someone for success in those types of performances? Can you imagine trying to help someone improve as an actor or athlete without seeing them perform? Unfortunately, this is what happens far too often in the coaching of classroom teachers! Let us acknowledge now the importance of observation and shared experience in the coaching process!

Module 18: Instructional Coaching: An Introduction



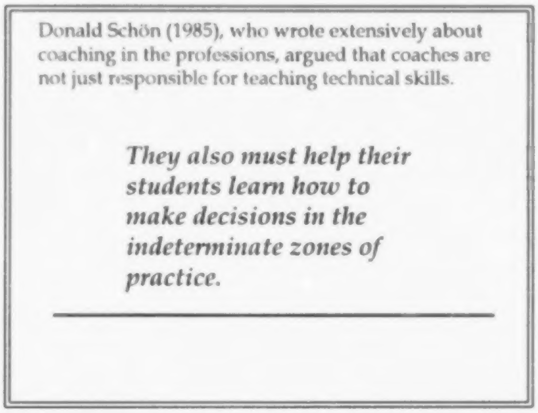
Coaching in Athletics

How many of you have experience as a coach in athletics? What kinds of things do you do to help individual athletes improve their performance?



Coaching in the Professions

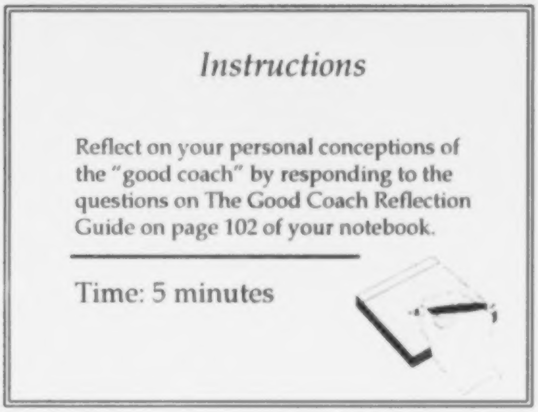
Have any of you had experience coaching someone in another professional field? For example, is anyone an emergency medical technician (EMT)? If yes, have you coached new EMTs in how to do their job and deal with specific situations? If not, can you remember being coached? Coaching is an important part of professional development in the professions of law, medicine, engineering, architecture, and many others as well. I want my surgeon to be well coached!



Donald Schön (1985), who wrote extensively about coaching in the professions, argued that coaches are not just responsible for teaching technical skills.

They also must help their students learn how to make decisions in the indeterminate zones of practice.

Schön described the *indeterminate zone* as those situations in which there is no singularly correct decision to be made or response to be taken. Many beginning teachers struggle because they still believe there is a *right way* to solve their problems. Instructional coaches must help them discover that there are *many right ways* and *many wrong ways*, and that they must develop the judgment and confidence to choose and act! As you know from personal experience, this is not always easy.

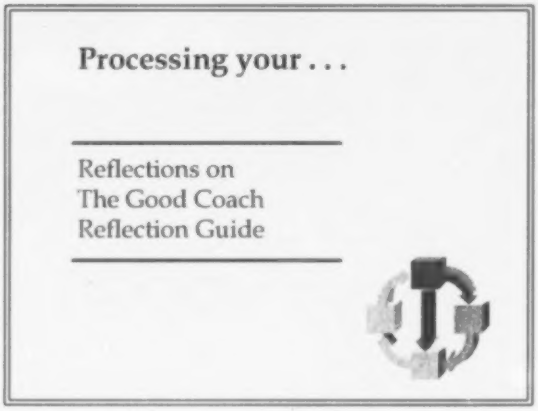


Instructions

Reflect on your personal conceptions of the "good coach" by responding to the questions on The Good Coach Reflection Guide on page 102 of your notebook.

Time: 5 minutes

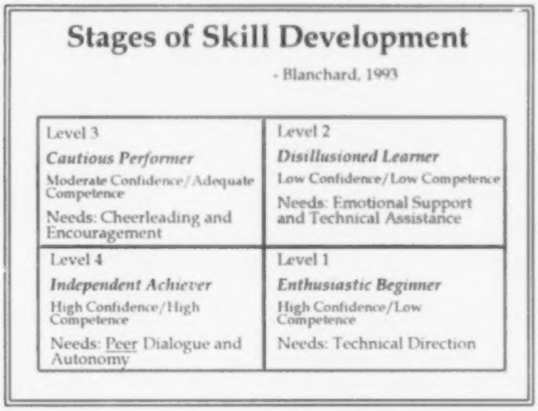
Encourage participants to get in touch with their personal experiences as either a *coach* or a *performer* as they reflect on the questions on The Good Coach Reflection Guide.



Processing your . . .

Reflections on
The Good Coach
Reflection Guide

Be careful here, as participants may want to provide long explanations based on their deep experiences in the coaching field. To keep the pace of the lesson moving, ask that people provide *bullet point* comments. Consider rotating from group to group and making a couple of rounds to get a number of thoughts on the table.



Stages of Skill Development

- Blanchard, 1993

Level 3 ***Cautious Performer*** Moderate Confidence/Adequate Competence Needs: Cheerleading and Encouragement	Level 2 ***Disillusioned Learner*** Low Confidence/Low Competence Needs: Emotional Support and Technical Assistance
Level 4 ***Independent Achiever*** High Confidence/High Competence Needs: Peer Dialogue and Autonomy	Level 1 ***Enthusiastic Beginner*** High Confidence/Low Competence Needs: Technical Direction

We are going to reflect on our thoughts on the good coach from the perspective provided by a conceptual framework on levels of skill development. The framework is from Situational Self-Leadership developed by Blanchard Training and Development. The key point is that people need different things from coaches at different points in their development. Depending on their level of skill development, they may need technical advice, emotional support and encouragement, feedback, peer dialogue, or the freedom to self-direct.

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Commonly Used Coaching Strategies

- Focused Observation of Others
- Demonstrations of Desirable Practices
- Reflective Questioning
- Reviewing Data About a Performance
- Technical Advice/Suggestions
- Emotional Support/Encouragement
- Structured Self-Assessments
- Referrals to Other Professionals
- Recommended Practice Exercises
- Personal Goal Setting

Here are 10 commonly used coaching strategies that are used in many fields of human endeavor. How many could apply to your work as a mentor teacher? Can you think of others?

Leave the list on the screen and either facilitate a whole-group discussion or provide participants the opportunity to discuss the list in their small groups.

The Good Coach Reflection Guide

The purpose of this exercise is to help you reflect on your personal experiences with coaching.

1. ***Identify someone you value as a personal coach.*** To qualify, the person must have helped you improve your skill in some specific type of performance-based activity. Reach back to your childhood if you like or choose someone who is coaching you today.

   Coach's Name:

2. ***Briefly describe one specific skill this coach helped you improve.*** It could be your backhand in tennis, your ability to stop on roller blades, your acting performance in summer theatre, or your ability to make better omelets. **Be specific in a sentence or two.**

3. ***List at least 3 personal qualities*** of this coach that you believe contributed to his or her ability to help you develop competence and confidence in the skill area described above.

   My good coach was:

4. ***Briefly describe at least two strategies*** this coach used to help you improve your technical skills.

Module 19: Preperformance Coaching

Time:	**45 minutes**
Materials Needed:	**1. Melissa's Lesson Plan** **2. The Preperformance Coaching Reflection Guide**
Media Needed:	**1. Slides for Module 19** **2. Volume III Videotape cued to Video Program 9: *Preperformance Coaching***

Objectives: Participants will be able to

1. Discuss the significance of the planning conference in the coaching cycle
2. Describe five technical questions mentors can ask in a preobservation conference as a vehicle for acquiring information about the lesson to be observed
3. Describe four personal questions that mentors can ask in a preobservation conference as a vehicle for acquiring information about the lesson to be observed
4. Analyze a sample beginning-teacher lesson plan in light of the information it provides on the technical elements of a lesson
5. Process a preobservation conference between a beginning and a mentor teacher

---

Training Sequence:

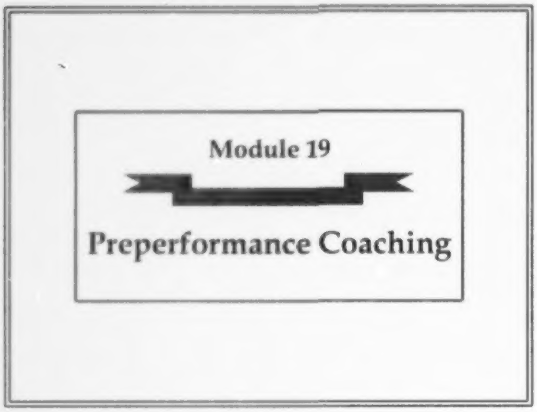
1. Facilitator, using slides, introduces the concept of the clinical cycle of coaching.
2. Facilitator, using slides, discusses the purpose of the preobservation or planning conference.
3. Facilitator, using slides, introduces technical and personal questions that mentors may employ in the preobservation conference to gain insight about the lesson as well as the beginning teacher's thoughts and feelings about the lesson.

4. Participants examine a beginning teacher lesson plan to determine what technical information they can acquire about the lesson. Participants respond to questions on the Preperformance Coaching Reflection Guide in preparation for watching the videotaped planning conference.

5. Participants view the planning conference to find information necessary to complete the Reflection Guide.

6. Facilitator monitors a whole-group discussion in which participants process their reflections on the videotaped planning conference.

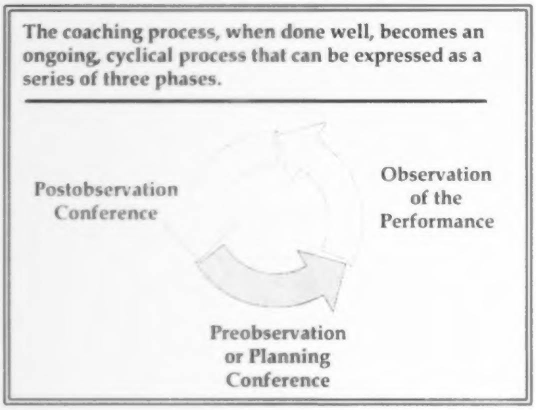
Module 19: Preperformance Coaching



Module 19

Preperformance Coaching

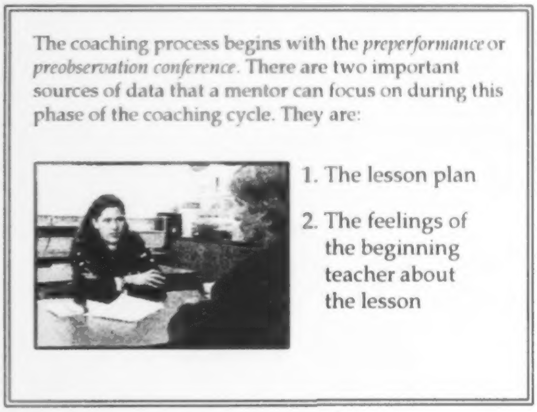
We are now going to begin to examine the coaching process. We will do so in a systematic way, taking the process one step at a time. For those of you who have prior training or experience in this process, your insights will be especially important, so please share your valued insights. For those of you who have not taken on the role of instructional coach, the goal of this module is to help you build the basic knowledge and skill prerequisite to committing to this important aspect of high-performance mentoring.



The coaching process, when done well, becomes an ongoing, cyclical process that can be expressed as a series of three phases.

Postobservation Conference
Observation of the Performance
Preobservation or Planning Conference

Beginning with Cogan and Goldhammer in the late 1970s, many writers have described the clinical cycle of supervision. Participants have hopefully experienced this cycle as part of their annual evaluation process. The goal here is to help mentors value this process as the basis for good coaching. Consider asking the participants to describe their experience with this process.



The coaching process begins with the *preperformance* or *preobservation conference*. There are two important sources of data that a mentor can focus on during this phase of the coaching cycle. They are:

1. The lesson plan
2. The feelings of the beginning teacher about the lesson

Holding a preobservation conference is a fair and respectful way to begin the process. It provides the context for helping the mentee feel at ease with the process and understanding that the purpose is not evaluation but collegial dialogue focused on the improvement of teaching and learning. It provides the mentor with the opportunity to better understand a mentee's professional thinking as well as personal issues and concerns. Examination of the lesson plan before or during the conference is critical to the process. It is the conversation starter.

Module 19: Preperformance Coaching

In discussing the lesson plan, a mentor can seek answers to the following five ***technical questions***:

Who are the learners?
What are the objectives of the lesson?
What methods and materials will be used?
Where does the lesson fit into the curriculum?
When and how will evaluation be done?

Mentors may develop their own ways of asking mentees to share their thinking on these and other critical lesson elements. For example, a mentor might ask the mentee to "help me better understand the students I will be observing." What is their academic background? How many follow-up probes are used depends on the beginning teacher's responsiveness and the nature of the answers. The goal is to leave with a good feel for the lesson. Acquiring answers to these critical questions about the lesson plan should accomplish that goal.

In seeking to understand the beginning teacher's feelings about the lesson, a mentor can focus on four ***personal questions***:

How do you feel about this lesson?

Are there specific students you are concerned about?

Is there anything specific you would like me to observe?

Do you have any other questions or concerns about the lesson?

The planning conference provides mentors the opportunity to develop deeper insight into the personal aspects of teaching. Using questions like these encourages beginning teachers to articulate the issues, concerns, and problems they would like to discuss. The beginning teacher should feel that the mentor is concerned about helping him or her address the dimensions of teaching they are currently interested in or concerned about. In addition, the mentor should also help the mentee feel comfortable with the observation method to be used.

Melissa's Lesson Plan

Class: Biology
Grade: 7th
Period: 8
Topic: Plant Lab

Turn to page 106 of your notebook and find Melissa's complete lesson plan. Take 5 minutes to review the plan and discuss it with your group.

Encourage participants to answer the five technical questions about the lesson by analyzing the plan. Ask them to consider any additional questions they would need to ask Melissa in an effort to gain greater insight into the lesson.

Instructions

In a few minutes we will observe a preobservation conference between Melissa, a first-year science teacher, and her mentor, Kevin. In preparation for that conference, turn to the Preperformance Coaching Reflection Guide on page 107 of your notebook.

Time: 5 minutes

Ask participants to take a couple of minutes to complete the items at the top of the Reflection Guide. Time permitting, consider asking participants to share a couple of questions they hope to find answers to as they watch the preobservation conference between Melissa and Kevin.

Video Program 9
Time: 8:38

Preperformance Coaching

Processing your . . .

Reflections on the planning conference

Facilitate a whole-group discussion in which you pose the following questions to the participants. *Were your questions answered? Do you feel ready to watch the lesson? Did you gain any insights into Melissa's first-year issues? What did you feel Kevin did well? What might you have done differently if you were Kevin?*

Teacher's Name: Melissa Shearer **Date:** 3/18/99

Subject: Biology **Topic:** Plant Reproduction Lab

Grade: 7th **Period:** 8th

Objectives:

1. Students will understand the parts of a flower and their reproductive functions.
2. Students will prepare a pollen slide.
3. Students will work cooperatively with a lab partner.

Learning Activities Plan/Sequence:

1. Brief review of material from yesterday
2. Introduction to plant reproduction lab
3. Pass out lab materials
4. Independent lab work with partners guided by written instructions and teacher monitoring of group work
5. Cleanup
6. Wrap-up and closure

Materials & Resources Needed: Plant Reproduction Lab worksheet, dissection kit, microscope, daffodils (1 per table)

Evaluation Plan: Answers to questions on the worksheet, observation of student performance during lab, multiple-choice items on upcoming unit test

Preperformance Coaching Reflection Guide

Technical Elements

Having analyzed Melissa's lesson plan, what additional information would you want to acquire in the planning conference? List your questions in the space below.

1.

2.

3.

4.

Personal Elements

As you watch the conference, observe Kevin to see if he attempts to gain insight into Melissa's personal needs and interests with regard to the lesson. Use the space below to note specific questions he uses to acquire these insights.

Module 20: Observation Methods: An Introduction

Time: **45 minutes**

Materials Needed: **None**

Media Needed: **1. Slides for Module 20**

Objectives: **Participants will be able to**

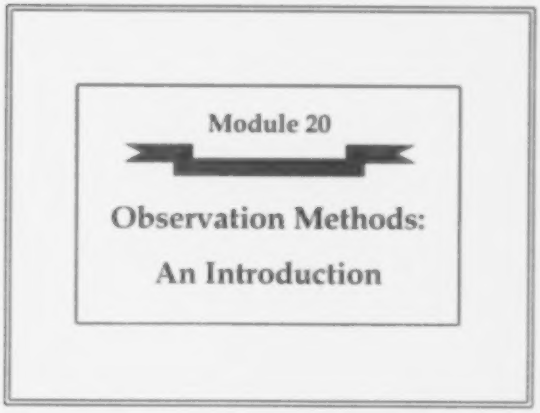
1. Describe the five categories of classroom observation systems
2. Understand the differences between description and judgment in the classroom observation process
3. Value a descriptive record of evidence as a tool for preventing beginning teachers from assuming a defensive posture and becoming closed to feedback and dialogue
4. Reflect on their personal experiences with different types of classroom observation systems
5. Maintain a positive disposition toward the role of mentor as instructional coach

---

Training Sequence:

1. Facilitator begins the module by using slides to introduce the five categories of classroom observation tools.
2. Facilitator, using slides, provides an overview of each category and invites participants to share their personal experiences with different observation methods.
3. Facilitator explains the *observation record as mirror* analogy to help participants understand the purpose of making a distortion-free record to help the beginning teacher reflect on his or her teaching.
4. Facilitator, using slides, details specific reasons for describing (rather than judging) a teacher's classroom performance.

Module 20: Observation Methods: An Introduction

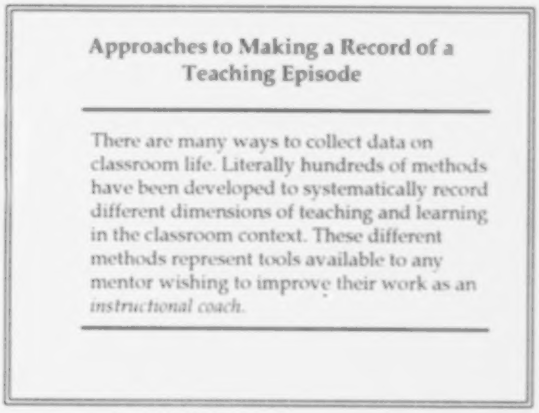


Module 20

Observation Methods:

An Introduction

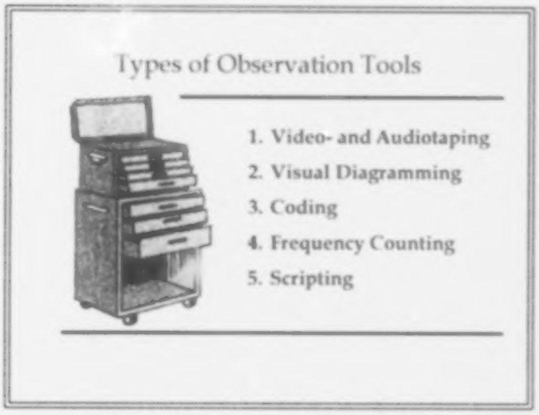
In this module, we will explore the basic approaches to the process of observing classroom life. We will be introduced to a variety of observation techniques and will acquire some important insights into this critical phase in the coaching cycle.



Approaches to Making a Record of a Teaching Episode

There are many ways to collect data on classroom life. Literally hundreds of methods have been developed to systematically record different dimensions of teaching and learning in the classroom context. These different methods represent tools available to any mentor wishing to improve their work as an *instructional coach.*

In this workshop, we are going to focus on developing skills with one type of approach to making a record of classroom activity. As you begin to become more interested in the coaching process, you will no doubt want to add new tools to your coaching "equipment." There are many good books and training programs to help you develop advanced skills. You will likely need a coach of your own!



Types of Observation Tools

1. **Video- and Audiotaping**
2. **Visual Diagramming**
3. **Coding**
4. **Frequency Counting**
5. **Scripting**

These different methods or tools can be organized into five different categories. There are many specific tools in each category. For example, there are different forms of scripting, many types of categorical frequency instruments, and so on.

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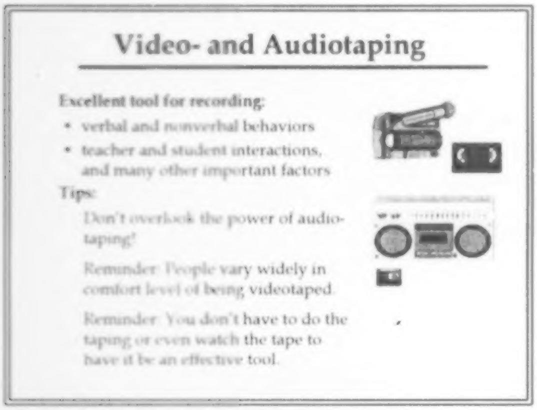
Module 20: Observation Methods: An Introduction



Video- and Audiotaping

Excellent tool for recording:

- verbal and nonverbal behaviors
- teacher and student interactions, and many other important factors

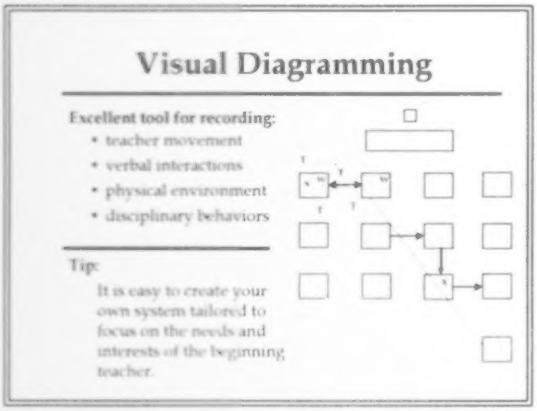
Tips:

Don't overlook the power of audiotaping!

Reminder: People vary widely in comfort level of being videotaped.

Reminder: You don't have to do the taping or even watch the tape to have it be an effective tool.

Video- and audiotaping are potentially powerful tools because of their ability to capture classroom activity with a high degree of accuracy. No method can ever capture the complexity of classroom interactions, so all observation methods are imperfect to an extent. Video- and audiotaping have their drawbacks as well. However, for beginning teachers willing to listen to and watch themselves, the insights gained can be powerful. Although many mentees are open to such approaches, some come to them reluctantly, if at all.



Visual Diagramming

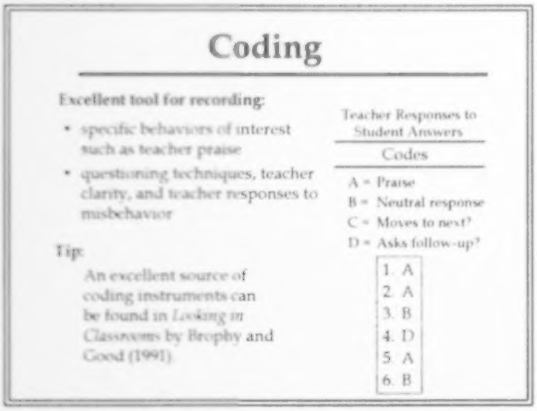
Excellent tool for recording:

- teacher movement
- verbal interactions
- physical environment
- disciplinary behaviors

Tip:

It is easy to create your own system tailored to focus on the needs and interests of the beginning teacher.

Ask participants if they have ever had a lesson diagrammed or mapped by a principal or instructional supervisor. Mentors can develop simple maps that include the basic layout or floor plan of the mentee's classroom and then ask the mentee to add students' first names. Working with the mentee, the mentor can then decide which teacher or student behaviors they would like to focus on and how to represent those behaviors on the map.



Coding

Excellent tool for recording:

- specific behaviors of interest such as teacher praise
- questioning techniques, teacher clarity, and teacher responses to misbehavior

Tip:

An excellent source of coding instruments can be found in *Looking in Classrooms* by Brophy and Good (1991).

Teacher Responses to Student Answers

Codes

A = Praise
B = Neutral response
C = Moves to next?
D = Asks follow-up?

1. A
2. A
3. B
4. D
5. A
6. B

Looking in Classrooms by Brophy and Good (1991) is an excellent source for these and and other types of classroom observation tools. Encourage mentors to use the book as an excellent source of information, not only on observation systems but also on the effective teaching research.

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Frequencies Counting

Excellent tool for recording:

- equity issues
- verbal interaction patterns
- teacher questions
- anything else that happens in a classroom that is worth counting

Tip:

This approach offers a non-threatening way for mentors to bring attention to nervous habits or repetitive behaviors that may be distracting to students.

Boys //// ///
Girls ///

Interruptions ///

Divergent ////
Convergent //// //

If it has not yet come up, consider pointing out that all of these tools can be used to observe students as well as teachers, and that in some cases it is the desirable thing to do.

Many important aspects of classroom life can be captured by frequency counting. Ask participants to think of specific teacher or student behaviors that could be captured using this observation strategy.

Scripting

Excellent tool for recording:

- classroom events from a more holistic perspective
- for focusing on identified elements of good teaching

Tip:

Like the development of any skill, scripting takes practice. Many teachers who initially find it difficult will eventually become comfortable and proficient with practice.

9:20 T called the class to order and asked students to form their cooperative learning teams. Without further instruction, students reorganized their desks into small circles of four desks each.

9:23 T asked the materials person from each group to pick up a stack of papers from her desk.

Scripting is one of the most frequently employed methods of making a record of classroom life. In the next module, we will take a much closer look at scripting and will use the method to make a written record of a videotaped teaching episode.

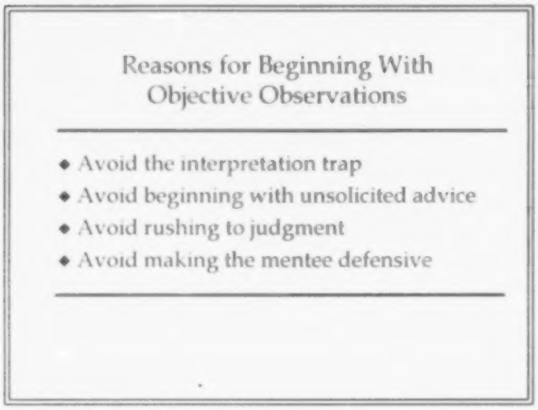
Consider asking participants if they have had experience with scripting. Many principals, for example, use some form of scripting during the classroom observation process.

Although the preceding types of classroom observation tools use different data collection techniques, they all have a common purpose:

To create a *nonjudgmental record* of the teacher's performance that can act as a *mirror* that as accurately as possible reflects the teacher's experience

This is a critical point and one that you will want to revisit time and time again as the participants move from theory to practice in the next module. It is such a critical issue for mentors because the clear and present danger in trying to help someone is DEFENSIVENESS. Beginning teachers, like most people, will become defensive if they feel their actions are being unfairly judged or interpreted. Therefore, the safe place to begin is with a NEUTRAL DESCRIPTIVE record of evidence.

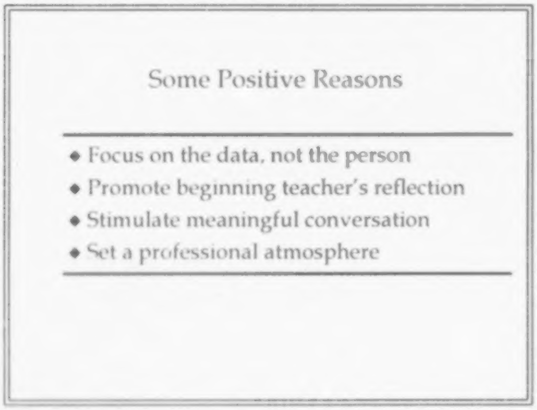
Module 20: Observation Methods: An Introduction



Reasons for Beginning With Objective Observations

- Avoid the interpretation trap
- Avoid beginning with unsolicited advice
- Avoid rushing to judgment
- Avoid making the mentee defensive

Use this slide to continue to make the point from the previous slide. Here are four specific reasons to be descriptive. Emphasize that this does not mean mentors cannot have opinions or offer suggestions. What it does mean is that those come later in the context of a coaching conference based on descriptive data that is free from interpretation.



Some Positive Reasons

- Focus on the data, not the person
- Promote beginning teacher's reflection
- Stimulate meaningful conversation
- Set a professional atmosphere

Use this slide to highlight the positive reasons for making a descriptive record of the teacher's performance.

Module 21: Classroom Teaching Episode: Clinical Practice

Time:	**60 minutes**
Materials Needed:	**1. Sample Open-Ended Narrative**
Media Needed:	**1. Slides for Module 21** **2. Volume III Videotape cued to Video Program 10: *Middle School Science: Plant Reproduction Lab***

Objectives: Participants will be able to

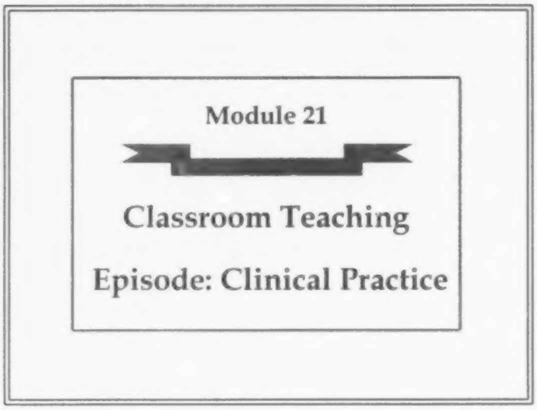
1. Explain the difference between an open-ended and a focused script
2. Analyze a sample script and find examples of judgmental statements embedded in the script
3. Create an open-ended or a focused script of a videotaped classroom teaching episode

---

Training Sequence:

1. Facilitator provides rationale for why participants will use scripting to make a record of the videotaped lesson.
2. Facilitator, using slides, introduces the two types of approaches to scripting, the open-ended script and the focused script.
3. Facilitator, using slides, gives participants basic tips for creating a quality script.
4. Participants examine a sample open-ended script looking for examples of judgment.
5. Participants choose to try open-ended or focused scripting and then script a beginning teacher lesson observed on videotape.
6. Facilitator guides whole-group processing of the scripting experience.

Module 21: Classroom Teaching Episode: Clinical Practice

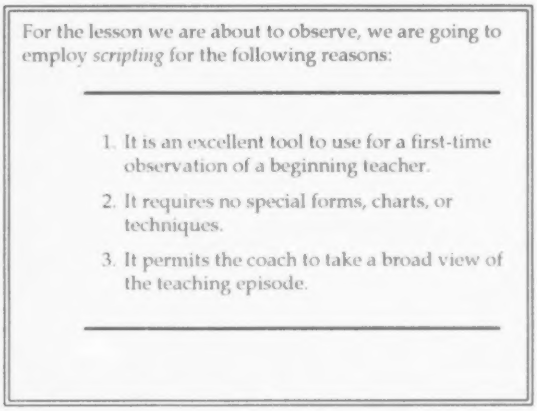


Module 21

Classroom Teaching

Episode: Clinical Practice

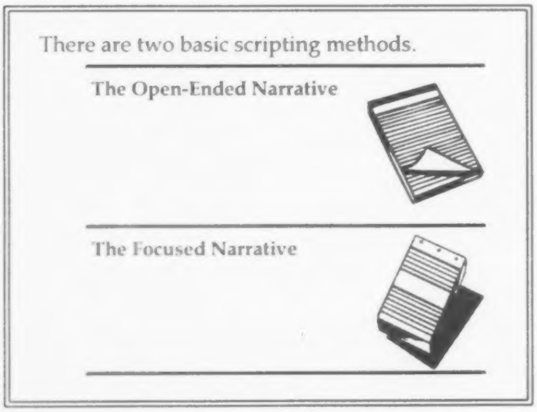
In this Module, we will apply our emerging understanding of classroom observation as we visit Melissa's science classroom via videotape to observe the lesson she discussed with her mentor, Kevin, in Module 19.



For the lesson we are about to observe, we are going to employ *scripting* for the following reasons:

1. It is an excellent tool to use for a first-time observation of a beginning teacher.
2. It requires no special forms, charts, or techniques.
3. It permits the coach to take a broad view of the teaching episode.

Consider referring back to the introduction of the different types of observation systems and the brief discussion you had at that time regarding scripting. You likely had several participants who had been scripted in their teaching careers. You may want to inquire about their experiences. Was the script neutral? Did it follow a pre-conference? Did they know what observation method would be used? Was there a timely postconference?



There are two basic scripting methods.

The Open-Ended Narrative

The Focused Narrative

In a few minutes, we are going to experiment with both forms of scripting by having half of you try the open-ended narrative, and the other half try focused scripting.

Module 21: Classroom Teaching Episode: Clinical Practice

The Open-Ended Narrative

The observer records the events of the lesson as they occur. The result is a chronological story of the teaching episode as it unfolded. One advantage of this approach is that the teacher reflects on the lesson in a linear time-driven fashion.

Most of the participants who have experienced scripting are probably familiar with the open-ended narrative script.

The Focused Narrative

The observer records classroom events because they fall into specific categories of interest. The categories can be defined by a framework for effective practice or can be negotiated by the mentor and the beginning teacher.

This form of scripting is not as commonly used but is preferred by some observers. It has particular appeal when a mentor and mentee negotiate an agreement to focus on a specific aspect of classroom activity. Using a framework for teaching such as the one developed by Danielson (1996) is an excellent way for a mentor and mentee to focus on specific research-based dimensions of teaching.

Tips for Creating a Quality Script

Regardless of the technology you use

Explain that some observers are now using laptop computers for scripting whereas many others prefer handwritten notes. Regardless of the recording method, these basic guidelines apply.

Module 21: Classroom Teaching Episode: Clinical Practice

Make sure your comments are DESCRIPTIVE rather than JUDGMENTAL.

That means avoiding praise as well as criticism!!!

This is important for all of the reasons discussed in Module 20.

If you use abbreviations or symbols, provide a legend.

T introduced the lesson at 10:05. MS asked T for clarification on HW. T ignored MS and proceeded to hand out the pretest.

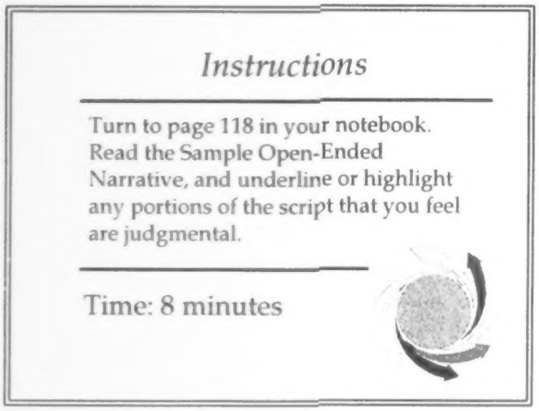
T = teacher
MS = male student
HW = homework

It is very important that the mentee is able to read and understand the script. This implies that it not only must be readable from a neatness point of view but also must not contain symbols or abbreviations that the mentee cannot decipher.

Refrain from making suggestions.

Suggestions imply judgment. You will have the opportunity to offer suggestions later.

Suggestions can be an important part of the coaching process, but the script is not the place for them. Suggestions that flow naturally from a collegial conversation stimulated by the script is the preferred method. In many cases, after reading a script, the mentee will ask for ask advice about a specific aspect of the lesson. This puts the mentor in the desirable position of *not providing unsolicited advice.*

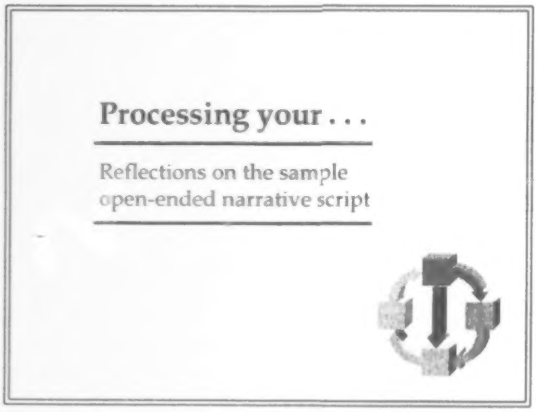


Instructions

Turn to page 118 in your notebook. Read the Sample Open-Ended Narrative, and underline or highlight any portions of the script that you feel are judgmental.

Time: 8 minutes

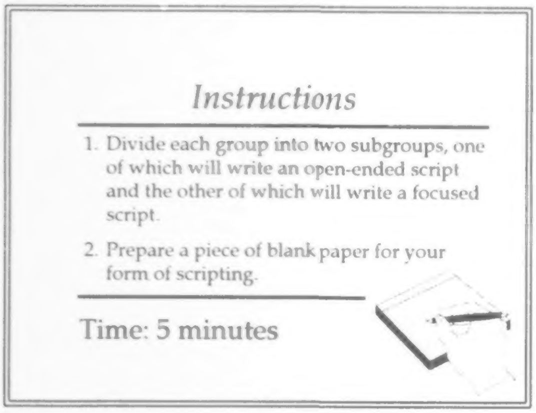
Encourage participants to follow the directions on the screen. Invite them to work together in their groups to see if they can reach agreement on any words or sentences they feel are judgmental.



Processing your . . .

Reflections on the sample open-ended narrative script

Facilitate a whole-group discussion in which you invite participants to share the insights from their small-group work session. Use this exercise to help participants better understand the importance of keeping their scripts judgment free.



Instructions

1. Divide each group into two subgroups, one of which will write an open-ended script and the other of which will write a focused script.
2. Prepare a piece of blank paper for your form of scripting.

Time: 5 minutes

Open-Ended Directions: *Begin at start of the lesson and capture the key elements of the lesson in the order that they occur. This group may want to have a second piece of paper handy or be prepared to use both sides of their sheet.*

Focused-Script Directions: *Divide your paper into three horizontal boxes as illustrated on the following slide.*

Focused-Script Format

Teacher/Student Rapport

Student Behavior

Teacher Clarity

Those of you are going to do the focused script will evaluate three focus areas: Teacher-student rapport, student behavior, and teacher clarity. Anytime you see a teacher or student behavior that you feel is in any of these three categories, make a nonjudgmental descriptive entry in the appropriate box.

Video Program 10
Time: 22:05

Middle School Science:
Plant Reproduction Lab

Before beginning the tape, encourage the participants to stay with the process when they feel they are not "getting it all." Assure them that they do not have to capture everything to create a useful script. Encourage them to record things they feel are significant. Also, ask them to keep in touch with their emotions and work on staying descriptive.

Instructions

Working in your groups, discuss your experiences with scripting. What problems did you encounter? How did you feel during the process?

Time: 5 minutes

Point out that these questions are not focused on Melissa and the students. Rather, they are focused on the observers! Ask participants to first discuss the *scripting process,* especially the two different approaches represented in their groups. Tell them that they will be discussing the content of the script as it relates to Melissa in the next module.

Processing your . . .

Reflections on the scripting experience

Facilitate a whole-group conversation in which you allow participants to share their scripting experiences. Be sure to help them see the relative advantages of the two approaches. Ask them to consider when it would be most appropriate to use each approach.

Sample Open-Ended Narrative

Date: May 2, 1991 Class: 9th-Grade Economics

The teacher is a traveling teacher. She arrived at the room at 9:01, put her book and pencils on the desk, and then went to the door. The students began arriving. They came in the room and sat at desks.

The bell rang. The teacher asked the first person in each row to get books. The first person in each row went to the bookshelf, got books, and passed them out. The teacher asked everyone to move up. Jeff (sitting in the last seat by the wall) said, "This is my assigned seat. I am going to stay." The teacher said, "OK." She told Tiffany (sitting in front of Jeff) to move up.

The teacher told the students to open their books to page 111. (This is a lesson in the different types of employment agencies, what they do, and the differences in them.) The teacher led a good discussion about the section. The teacher clearly wrote answers on the board as students gave them.

A girl came in late and gave the teacher a pass. The teacher did a nice job of continuing the discussion despite the interruption.

The teacher picked up her notes and asked students some excellent high-order questions as they looked at their books.

Jeff quietly made the noise, "Boom, boom, boom." The teacher ignored it.

There was a knock on the door. The teacher went to the door. She was given a note which she gave to Steve.

The teacher explained page 116 from the book and read some parts.

There was another knock on the door. The teacher went to the door and had a brief conversation with a male teacher.

The teacher gave worksheets to the first person in each row. The students passed them back. The teacher told the students these worksheets required the information they would need to fill out the resumes they will be doing later. Jeff walked to the teacher and said something to her. Then he put a paper on the desk. Steve put a paper on the desk.

The teacher read the directions for the worksheet and told the students the main information they would need.

The teacher asked Todd if he had a pencil. Todd felt his pockets and said, "No." The teacher gave him a pencil to use.

The teacher explained the worksheet and answered questions. The students worked on the worksheet.

The students talked among themselves (mainly pertaining to the worksheet).

The teacher explained something as some of the students kept talking.

Jeff walked to the pencil sharpener and sharpened his pencil. On the way back to his seat he talked with two students on the far side of the room. The teacher kept helping by giving ideas as the students filled out their worksheets.

The teacher gave instructions. Some girls were talking. The teacher said, "Shh, girls! Quiet please!"

The teacher stopped talking and put her book on the desk. Jeff put his book away. A girl put her book away.

Some of the students were talking or sitting instead of working. The teacher said, "We're not done for the day. Keep working." Todd got up and talked to students two rows over. The teacher said, "Todd, what are you doing? Get back to your place and to work." Todd went back to his desk to work. (The teacher was agitated.)

The teacher walked around the room and stapled each student's worksheets together. Three boys talked about cars. The teacher, losing her patience again, said, "Worry about this, not cars." Jeff and a girl in front of him talked about Jeff's girlfriend.

The teacher said, "We have four minutes left. Use your time wisely."

Heather took her book back. Jeff made noise with his pencil. The teacher said, "Quiet."

Jeff and others talked about the ninth-grade dance. The teacher said, "Be sure your books are on the window shelf." Some students put their books away.

Jeff got up to leave. The teacher said, "Wait." The bell rang.

Module 22: Postperformance Coaching

Time: 45 minutes

Materials Needed:
1. Postobservation Planning Guide
2. Postperformance Coaching Reflection Guide

Media Needed:
1. Slides for Module 22
2. Volume III Videotape cued to Video Program 11: *Postperformance Conference*

Enrichment Materials:
1. Questions to Promote Teacher Reflection

Objectives: **Participants will be able to**

1. Use a script of a beginning teacher's classroom teaching to plan a postobservation conference
2. Compare personal interpretations of a teaching episode with the perspectives of other workshop participants
3. Analyze a videotaped postperformance coaching session looking for seven elements of the effective postconference
4. Value the postconference as a critical opportunity for mentoring and coaching the beginning teachers

---

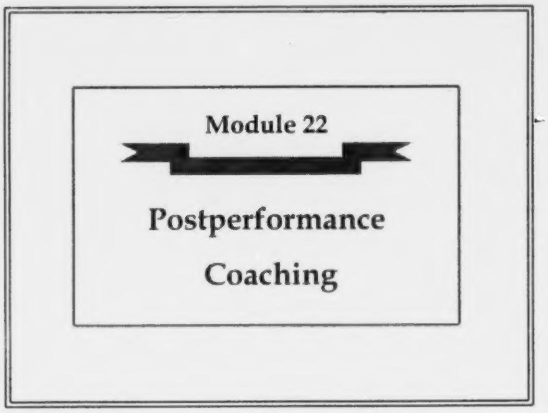
Training Sequence:

1. Facilitator, using slides, opens the module and introduces participants to seven characteristics of the effective postconference session.
2. Facilitator, using slides, describes a three-stage framework for planning a postconference and reminds participants of the cyclical nature of the coaching process.
3. Participants work in their groups to complete the Postobservation Planning Guide.
4. Participants view the postperformance coaching session between Melissa and Kevin and analyze it in terms of the seven characteristics of the effective postconference.

5. Participants work in their groups to share their reflections on the videotaped conference.

6. Facilitator invites participants to share their insights in a final whole-group discussion.

Module 22: Postperformance Coaching

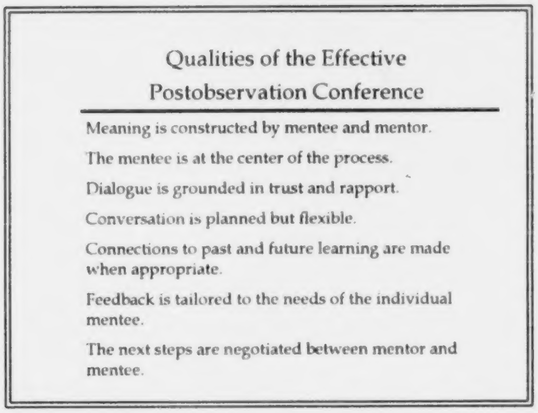


Module 22

Postperformance

Coaching

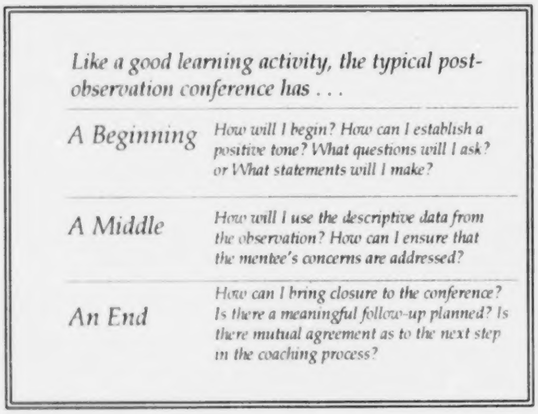
In this module, we will build on the scripting record you created in the previous module and complete our exploration of the coaching cycle by examining the postobservation conference. In doing so, we will observe Melissa in a postperformance coaching session with her mentor, Kevin.



Qualities of the Effective Postobservation Conference

- Meaning is constructed by mentee and mentor.
- The mentee is at the center of the process.
- Dialogue is grounded in trust and rapport.
- Conversation is planned but flexible.
- Connections to past and future learning are made when appropriate.
- Feedback is tailored to the needs of the individual mentee.
- The next steps are negotiated between mentor and mentee.

A good postconference session has many of the characteristics of a good student-centered lesson. In most cases, mentors are most comfortable following these guidelines. As in classroom teaching, there is no single correct way to conduct a postconference. Mentors will need to adjust their approaches to the situation and the developmental needs of their mentees. Remember our discussion of Developmental Mentoring. Although most conferences will be nondirective and collaborative, there may be situations in which you will need to be more direct.

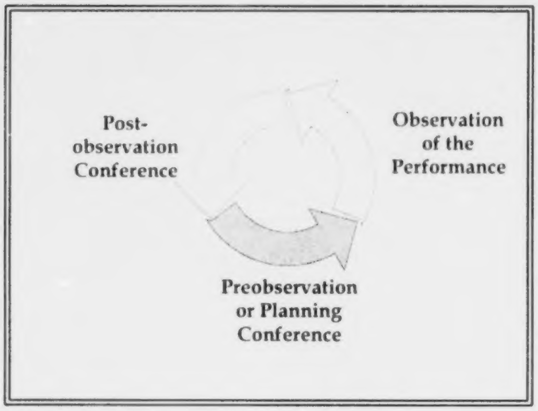


Like a good learning activity, the typical post-observation conference has . . .

A Beginning	*How will I begin? How can I establish a positive tone? What questions will I ask? or What statements will I make?*
A Middle	*How will I use the descriptive data from the observation? How can I ensure that the mentee's concerns are addressed?*
An End	*How can I bring closure to the conference? Is there a meaningful follow-up planned? Is there mutual agreement as to the next step in the coaching process?*

This simple structure can be helpful as you prepare for a postperformance coaching session. Remember, however, to focus on the felt needs of the mentee and be prepared to shift or adjust your approach given those needs.

Refer participants to page 125 in their *Participant's Notebook* for sample questions that can be used to guide a postconference.

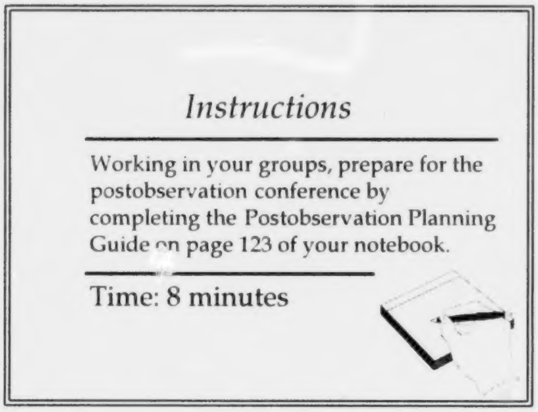


Post-observation Conference

Observation of the Performance

Preobservation or Planning Conference

Also remember that the coaching process is cyclical. Some of the key questions to consider are: What will occur in the period between the post-conference and the next preconference? What types of coaching support will you provide or arrange in the interim? What resources, if any, will you help the mentee secure? What actions will the mentee implement? Remember, follow-through and continuation are critical. Use the postconference as a vehicle for deepening the trust level and enhancing the quality of conversation.

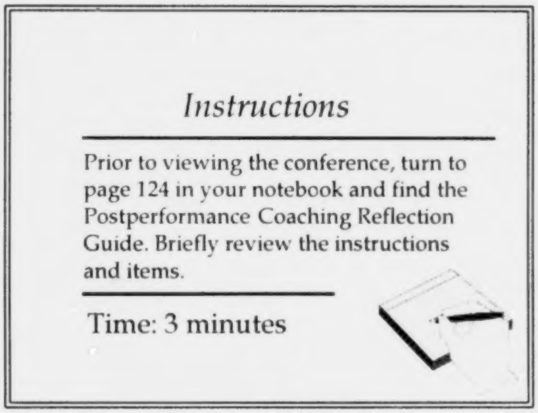


Instructions

Working in your groups, prepare for the postobservation conference by completing the Postobservation Planning Guide on page 123 of your notebook.

Time: 8 minutes

Encourage participants to work together to complete the postobservation planning sheet. Invite them to put themselves in Kevin's place and to develop a post-conference plan. Emphasize the importance of reviewing the script as they plan for the postconference.

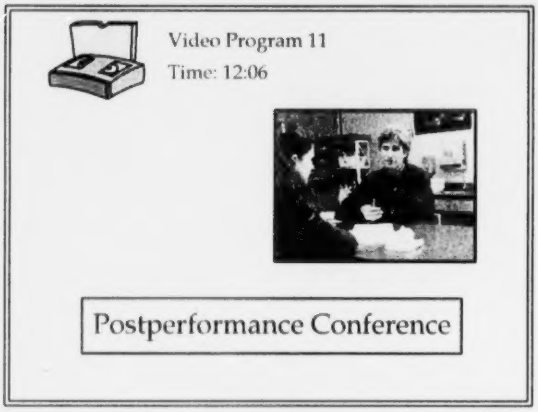


Instructions

Prior to viewing the conference, turn to page 124 in your notebook and find the Postperformance Coaching Reflection Guide. Briefly review the instructions and items.

Time: 3 minutes

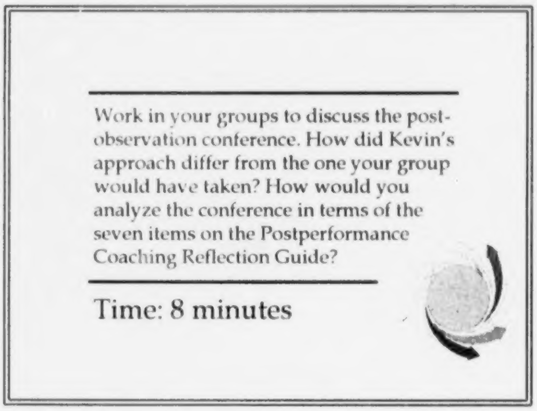
Inform participants that you will ask them to complete this form by placing a check on each continuum after they have observed the conference. All they need to do at this point is quickly familiarize themselves with the items.



Video Program 11
Time: 12:06

Postperformance Conference

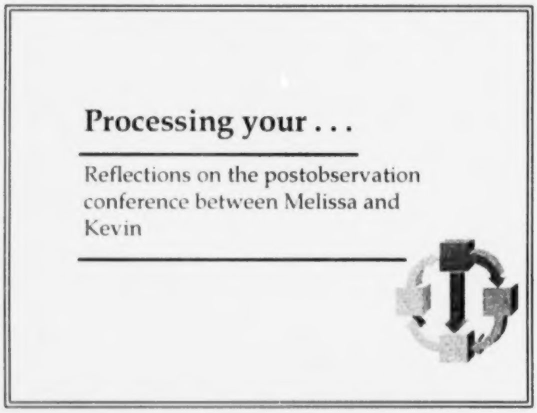
Encourage participants to watch, listen carefully, and record any notes that reflect significant insights that may help they in their postvideo discussion.



Work in your groups to discuss the post-observation conference. How did Kevin's approach differ from the one your group would have taken? How would you analyze the conference in terms of the seven items on the Postperformance Coaching Reflection Guide?

Time: 8 minutes

Leave this slide on the screen as participants discuss the questions it poses.



Processing your . . .

Reflections on the postobservation conference between Melissa and Kevin

Invite participants to share their thoughts on the postobservation conference.

In what ways was Kevin's approach similar to (or different from) the one you had planned? Are there any specific items on the Postperformance Coaching Reflection Guide you would like to discuss?

Postobservation Planning Guide

In preparation for viewing the postperformance coaching session between Melissa and Kevin, answer the following four questions. *If you were in Kevin's shoes:*

1. What would your goals be for the conference?

2. What data from the script would you want to discuss?

3. Are there specific commendations you would want to give Melissa?

4. Are there specific recommendations you would want to make? If so, how will you communicate them? And what ongoing coaching support might you provide Melissa to help her find success?

Postperformance Coaching Reflection Guide

For each of the following items, place a check mark on the continuum above each set of paired opposites to indicate your interpretation of the postconference between Melissa and Kevin.

Meaning is constructed by the mentee and the mentor. Did Kevin allow Melissa to construct or coconstruct the meaning of the experience?

Mentor-constructed	Mentee-constructed

Mentee is at the center of the process. Did Kevin help Melissa feel that she and her concerns were the focus of the dialogue?

Mentor-focused	Mentee-focused

Dialogue is grounded in trust and rapport. Was there evidence that Melissa and Kevin are in an open trusting relationship?

Open dialogue	Closed/Constrained dialogue

Conversation is planned but flexible. Who drove the conversation? Was Kevin flexible in addressing Melissa's concerns and issues?

Structured/Mentor driven	Flexible/Mentee driven

Connections to past and future learning are made when appropriate.

Connections made	No connections

Feedback is tailored to the needs of the individual mentee. Did Kevin use communication strategies you felt were appropriate for Melissa?

Appropriate	Inappropriate

Next steps are negotiated between mentor and mentee.

No Next Steps identified	Next Steps negotiated

Questions to Promote Teacher Reflection

The following questions represent a menu of the kinds of communications a mentor teacher might employ in the postconference setting. Mentors may choose appropriate items from the following list or develop questions of their own. In preparing for postperformance coaching, remember to tailor communications in a manner that is appropriate to the developmental level of the mentee (see Module 10). The following questions are nondirective and collaborative in nature.

Regarding the mentee's reflections on the script or other observation record:

1. Have you had an opportunity to review the script of the lesson (or other observation record)?
2. Were there data from the observation record that you found of special interest? (of special importance? of special concern?)
3. Was there any data from the observation record that was not clear to you?

Regarding the mentee's general reflections about the lesson:

4. To what extent do you feel students were able to accomplish the stated objectives of the lesson?
5. How do you feel about the methods and materials you selected for the lesson? Would you change them in any way the next time you teach this lesson?
6. Were there any surprises? If so, tell me why you were surprised. How did you react to the surprise?

Regarding the continuation of the coaching cycle:

7. Is there an area of personal concern or interest that you would like to focus on between now and the next observation? Is there anything I can do in the interim to be of assistance?
8. Is there anything specific that you would like me to focus on during the next observation?

Module 23: Final Reflections

Time:	**30 minutes**
Materials Needed:	**1. My Final Reflections guide**
Media Needed:	**1. Slides for Module 23** **2. Volume III Videotape cued to Video Program 12: *Beginning Teachers: Final Reflections***

Objectives: **Participants will be able to**

1. Reflect on their personal development as a mentor teacher
2. Articulate significant insights on the mentoring process as stimulated by the final videotaped reflections of the four beginning teachers

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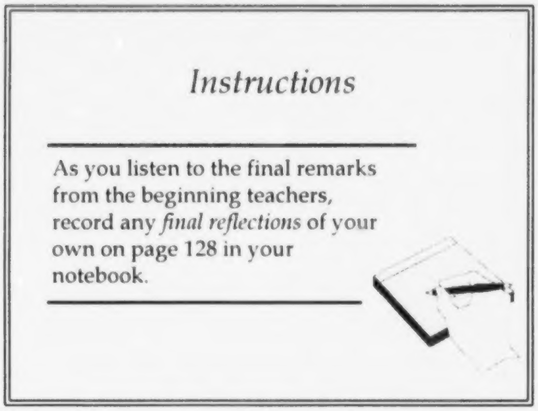
Training Sequence:

1. Facilitator introduces the module as an opportunity for final reflections and explains that participants will hear one last time from the four beginning teachers they met via videotape earlier in the workshop.
2. Facilitator invites participants to enter their personal final reflections on mentoring on the My Final Reflections guide on page 128 of their notebook.
3. Participants view the final video program featuring beginning teachers.
4. Facilitator invites participants to share their final reflections.
5. Facilitator makes final reflections and closes the workshop.

Module 23

Final Reflections

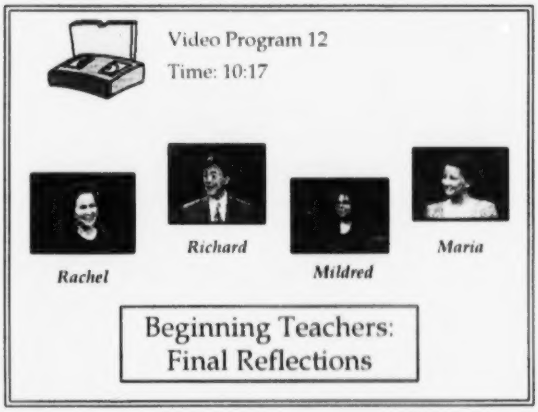
In this final module, we will bring closure to the workshop by hearing one last time from the four beginning teachers we met earlier in the workshop.



Instructions

As you listen to the final remarks from the beginning teachers, record any *final reflections* of your own on page 128 in your notebook.

Invite participants to use this opportunity to reflect not only on the remarks of the teachers on the videos, but also on the workshop experience. Encourage participants to make two or three entries they feel represent significant insights or reflections. Inform them that you will provide an opportunity at the close of the module to share one or more of those insights with the whole group on a volunteer basis.

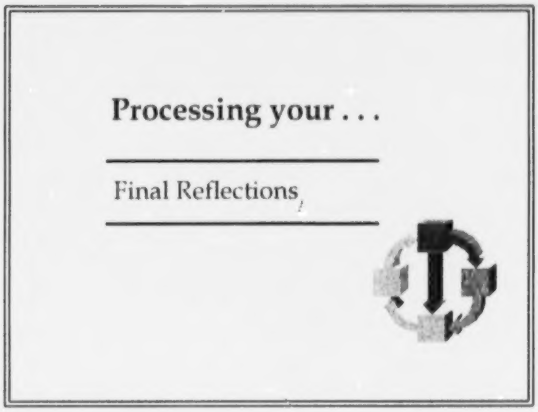


Video Program 12
Time: 10:17

Rachel
Richard
Mildred
Maria

Beginning Teachers:
Final Reflections

Now, let us return to the four beginning teachers that we met and studied earlier in the workshop. In this final segment, Rachel, Mildred, Maria, and Richard share their personal advice to mentors in training.



Processing your . . .

Final Reflections

Facilitate a final discussion stimulated by the closing video and the reflections of the participants. This is an opportunity for you to share your own final remarks and to thank the participants for their participation and thoughtful contributions throughout the workshop. Consider expressing your confidence in their ability to make a significant and positive impact on the lives of new teachers.

My Final Reflections

Watching and listening to Rachel, Mildred, Richard, and Maria, I have the following thoughts about my future work as a mentor teacher . . .

As I reflect on my experiences in this workshop, I want to remember . . .

Module 24: The Role of Administrators in Mentoring Programs

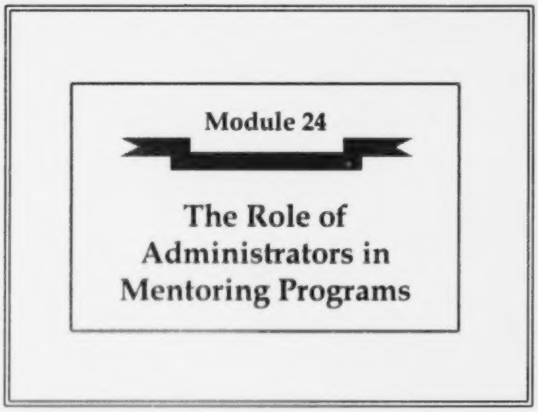
Time:	**30 minutes**
Materials Needed:	**1. The Role of Administrators in Mentoring Programs reflection guide**
Media Needed:	**1. Slides for Module 24** **2. Volume IV Videotape cued to Video Program 13:** ***Mentoring: The Administrator's Role***

Objectives: **Participants will be able to**

1. Discuss at least five specific ways in which building-level or central office-level administrators can support the work of mentor teachers
2. Identify areas of critical concern relative to an administrator's role in the mentoring program
3. Compare one's personal orientation to mentor teachers with the orientation of colleagues
4. Explain the program context in which the mentoring program operates, including major policies and procedures

Training Sequence:

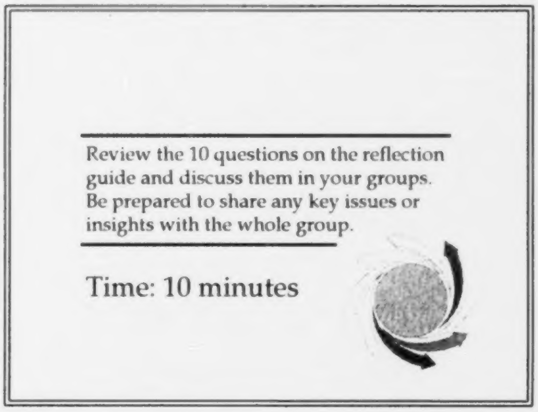
1. Facilitator welcomes participants, who are seated in groups of four to six.
2. Facilitator provides a rationale for the meeting and an overview of who is represented in the audience.
3. In small groups, participants, stimulated by The Role of Administrators in Mentoring Programs reflection guide, discuss their personal perspectives on mentoring programs and the various ways they interact with mentor teachers.
4. Facilitator monitors a whole-group discussion of key insights and issues generated by the small-group sessions.



Module 24

The Role of Administrators in Mentoring Programs

It is important to let participants know that the purpose of the session is to promote reflection and collegial dialogue on the role of administrators in mentoring programs. The goal is to help building-level or district-level administrators think about the ways in which they can support the work of mentor and beginning teachers.

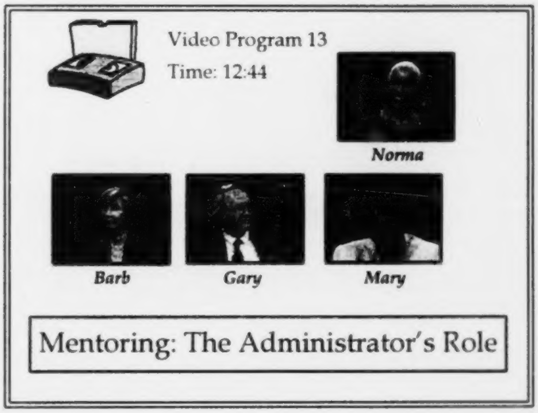


Review the 10 questions on the reflection guide and discuss them in your groups. Be prepared to share any key issues or insights with the whole group.

Time: 10 minutes

Encourage participants to discuss the items they feel are most critical. Consider asking one group member to be a recorder and another to assume responsibility for reporting key insights and issues to the whole group.

Facilitate a whole-group discussion based on the participants' reactions to statements posed on the reflection guide.



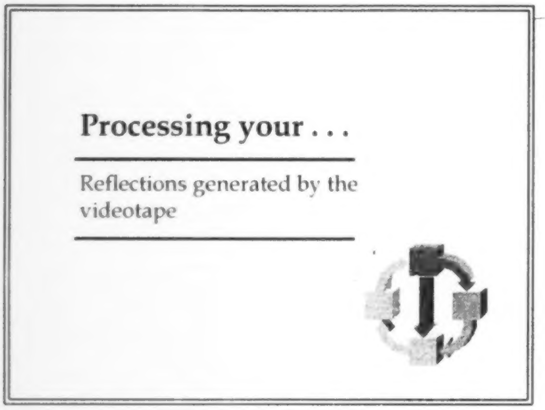
Video Program 13
Time: 12:44

Norma

Barb ***Gary*** ***Mary***

Mentoring: The Administrator's Role

We are now going to see a videotape of four administrators with diverse backgrounds and experiences discuss their respective roles with mentoring programs and mentor teachers.



Processing your . . .

Reflections generated by the videotape

Encourage participants to share their reactions to statements made by any or all of the videotaped administrators.

The Role of Administrators in Mentoring Programs

The following items represent 10 ways of thinking about the role of building-level or district-level administrators in a mentoring program. Use the questions as a vehicle for gauging your own level of support.

1. I am well informed about our mentoring program and its related policies and procedures.
2. I make positive public statements about the value of the mentoring program and its impact on the lives of new teachers.
3. I am enthusiastic when describing the mentoring program to new teachers in my building or district.
4. I participate on building-level or district-level committees that deal with the mentoring program.
5. I express my personal appreciation to the mentor teachers in my building or district in both private and public settings.
6. I endeavor to support the mentor teachers in my building or district by providing appropriate support (time, resources, etc.).
7. I respect the confidential relationship between mentors and mentees.
8. I do not use mentor teachers as a source of information about the performance of the beginning teachers in my building or district.
9. The mentoring of beginning teachers is one of the most important aspects of my work.
10. I believe mentoring programs for beginning teachers can be a source of professional development for mentor teachers as well.

Module 25: What to Do About Ellen?

Time: **60 minutes**

Materials Needed: **1. What to Do About Ellen? handout**

Media Needed:

1. **Slides for Module 25**
2. **Volume IV Videotape cued to Video Program 14: *What to Do About Ellen?***

Objectives: **Participants will be able to**

1. Develop strategic responses to a case involving a building principal and her role in a beginning-teacher problem
2. Compare their personal responses to the case of *What to Do About Ellen?* with the responses of their colleagues

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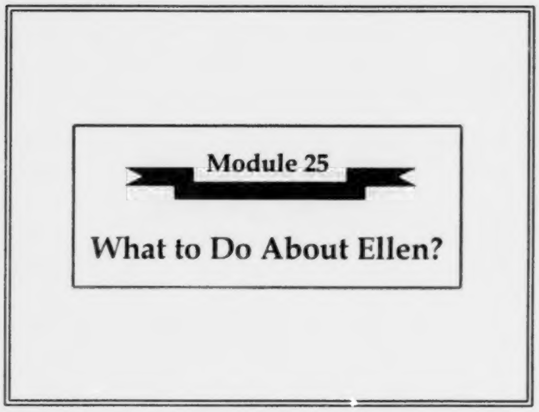
Training Sequence:

1. Facilitator introduces the case of *What to Do About Ellen?* using videotape.
2. Facilitator pauses the tape and provides written background on the case.
3. Participants respond to three questions about the case and discuss their answers in small groups.
4. Facilitator reactivates the tape and exposes participants to the responses of the videotape panelists.
5. Participants share their final reflections in a whole-group discussion.

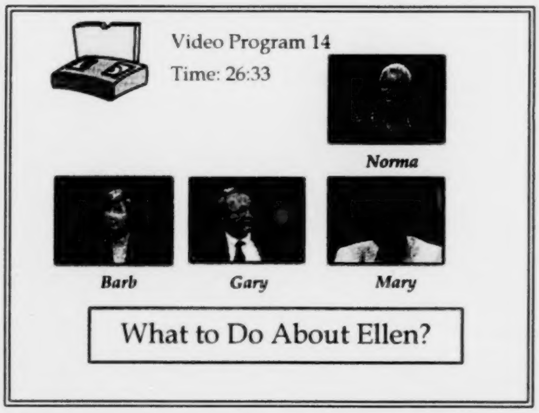
Module 25: What to Do About Ellen?



Module 25

What to Do About Ellen?

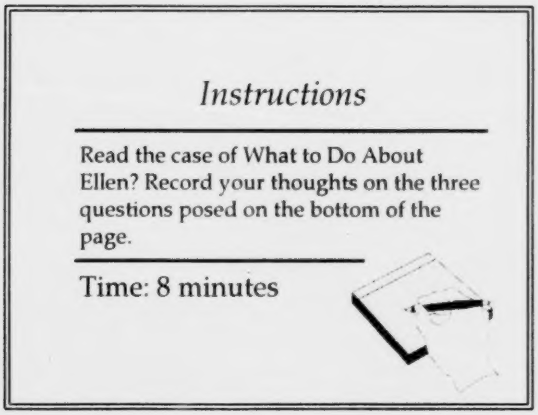
In this module, we continue our discussion of the role of administrators in entry-year programming by examining one of the critical issues facing administrators. Our focus will be on the issue of mentor/mentee confidentiality and its impact on communication between administrators and mentors, and between administrators and beginning teachers.



Video Program 14
Time: 26:33

What to Do About Ellen?

Activate the videotape and let it run until the "Pause" screen appears. At this point, stop the tape and pass out the one-page handout titled What to Do About Ellen?

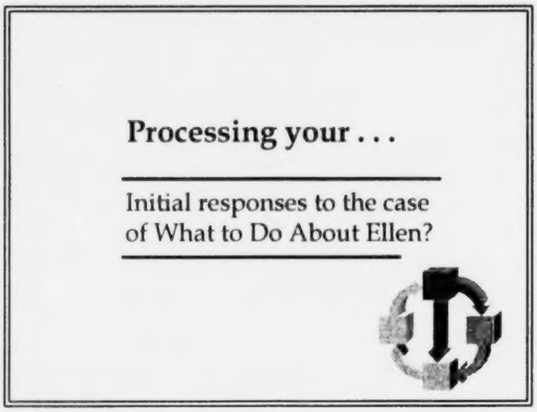


Instructions

Read the case of What to Do About Ellen? Record your thoughts on the three questions posed on the bottom of the page.

Time: 8 minutes

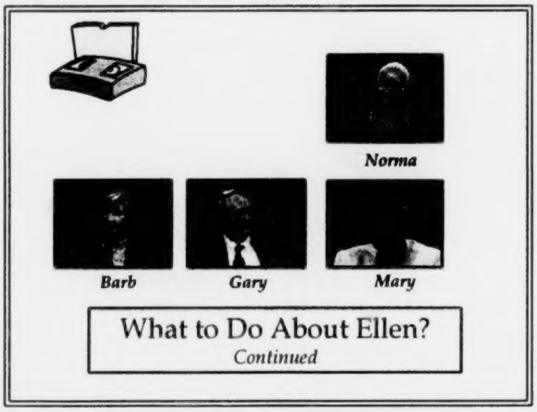
After participants have answered the questions, allow them a few minutes to discuss their answers in their small groups. Inform them that you will facilitate a whole-group discussion at the conclusion of their small-group discussion.



Processing your . . .

Initial responses to the case of What to Do About Ellen?

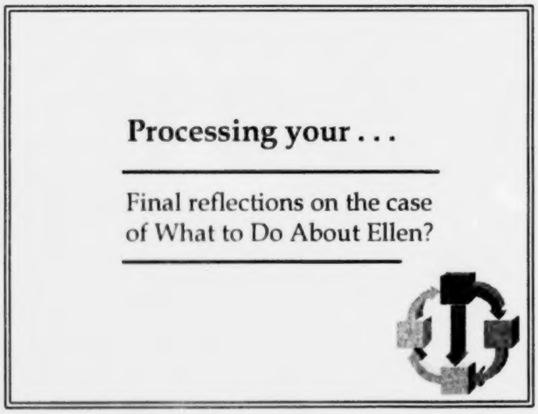
Facilitate a whole-group discussion of the case, inviting participants to share their responses to three questions they have just discussed in their small groups.



What to Do About Ellen?

Continued

Resume the tape at this point in time to hear the responses of the videotaped panelists. Ask participants to reflect on their own thinking and how it compares or contrasts with that of the panelists.



Processing your . . .

Final reflections on the case of What to Do About Ellen?

Facilitate a final whole-group discussion of the case, focusing on the issue of confidentiality. If your program does not call for a confidential mentor/mentee relationship, be sure to clarify any standards that guide the mentor/administrator conversation.

What to Do About Ellen?

Joan Carson is the principal of Apple Valley High School, where she has served as teacher and administrator for the last 12 years of her professional life. One thing Joan often says about her work in the field of education is that "there is never a dull moment. There is always some new problem or opportunity to keep life interesting." This year, Apple Valley High has a new Community Advisory Committee, a new computer lab, a new mentor teacher program, and seven new teachers.

In fact, Joan has recently been thinking a lot about one new teacher by the name of Ellen Jordon, who may be a potential problem. It is mid-October, and Joan has already had two veteran staff members approach her with complaints about Ellen and her apparent inability to control student behavior. She has just completed a hallway conversation with a veteran teacher who reported hearing a "lot of commotion and then seeing five boys run out of Ellen's classroom 5 minutes before the end-of-period bell." The teacher whose classroom is adjacent to Ellen's has complained frequently about the "distracting noise." To this point in time, Joan has taken no action.

Walking back to her office, Joan struggles with the question of "What to do about Ellen?"

Questions

1. What advice would you give Joan Carson if you were her colleague?

2. What would you do if you were in Joan's shoes?

3. What different courses of action are available to Joan? Try to identify at least three.

Resources

The following pages contain two different survey instruments that may be used to help assess your mentoring program and identify areas of perceived need. The issue of evaluating the performance of mentor teachers is a particularly sensitive one and is discussed in detail in Chapter 2. These instruments make no attempt to evaluate the performance of mentor or beginning teachers. Consequently, it is recommended that respondents be instructed not to place their names on the survey.

The Entry-Year Teacher Survey is designed to collect data on three important topics relevant to beginning teachers and their first-year experience. Part I data provides insight on the mentee's perception of the quality of support they feel they received from their mentor. Part II of the instrument is a needs assessment that collects data on nine areas of professional practice that beginning teachers are likely to struggle with in their entry year. Part III provides beginning teachers the opportunity to provide narrative responses that describe their experiences and to make suggestions for entry-year program improvement.

The Mentor Teacher Survey provides mentors the opportunity to reflect on their perceptions on the mentoring relationship and the program context in which it occurs. Part I contains nine items that address issues such as mentor training, administrative support, and degree of impact on the mentee. Part II invites mentors to provide narrative responses to four questions of interest to entry-year program planners and lead mentors.

Entry-Year Teacher Survey

Grade level taught (circle one): Elementary Middle School High School

Years of teaching experience (including this year): ________ years

My mentor teaches in the same building as I do. ______ **Yes** ______ **No**

My mentor and I have a common lunch period. ______ **Yes** ______ **No**

My mentor and I have a common planning period. ______ **Yes** ______ **No**

My mentor has observed my teaching. (circle one) 0 1 2 3 4 5+ times

---

PART I: Indicate your degree of agreement with each of the following statements by circling the letter that best represents your response. Space has been provided below each item if you would like to make additional comments.

1. Having a mentor has made a positive difference in my life as an entry-year teacher.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

2. I have been disappointed with my mentor teacher.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

3. My mentor teacher seems genuinely concerned about my professional development.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

4. I believe that being observed by my mentor and then discussing the observation can help me improve my teaching.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

PART II: Indicate your need for assistance in each of the following areas by circling the response that best indicates your need level.

5. Dealing effectively with student discipline problems

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

6. Finding out what is expected of me by the school district, principal, other teachers, and parents

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

7. Obtaining instructional resources and materials

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

8. Planning, organizing, and managing my time and my work

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

9. Assessing students and evaluating students' work

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

10. Motivating students

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

11. Dealing with individual students' needs, interests, abilities, and problems

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

12. Learning and using effective teaching methods

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

13. Learning to deal more effectively with parents

A	B	C	D
Low Need	Some Need	Moderate Need	High Need

PART III:

14. Briefly describe something your mentor teacher did that has benefited you.

15. Briefly describe something you wish your mentor teacher would have done.

16. At this point in time, what is your greatest concern as a teacher?

17. What, if anything, would you change about your district's entry-year program?

18. Do you have any other comments regarding your mentor or entry-year program in general?

Mentor Teacher Survey

Grade level taught (circle one): Elementary Middle School High School

Years of teaching experience (including this year): ________ years

I have served as a formal/assigned mentor before. ________ Yes ________ No

If yes, how many times? ________

PART I: Indicate your degree of agreement with each of the following statements by circling the letter that best represents your response. Space has been provided below each item if you would like to make additional comments.

1. My beginning teacher has been open and responsive to my mentoring efforts.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

2. I would be willing to serve as a mentor in the future.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

3. My experiences as a mentor have been more frustrating than rewarding.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

4. My beginning teacher was adequately informed as to the purposes of the entry-year program and the role of the mentor.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

5. My beginning teacher has been reluctant or resistant to the idea of my conducting classroom observations of his/her teaching.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

6. My building principal has been supportive of my efforts as a mentor.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

7. The mentor teacher training has been beneficial in my mentoring efforts.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

8. Mentoring has contributed to my own professional growth as a teacher.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

9. I feel like I have made a positive difference in the life of my entry-year teacher.

A	B	C	D	E
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

Comments:

PART II:

10. Briefly describe the greatest concern you have as a mentor teacher.

11. Briefly describe a specific area in which you have provided needed assistance to your beginning teacher.

12. What has been your biggest disappointment as a mentor?

13. What changes, if any, would you recommend in your district's entry-year program?

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